ADMINISTRATION
SANDRA JACKSON, Ph.D.
Acting Dean
KATHRYN WIGGINS, Ph.D.
Associate Dean
CHRISTINE GERANIOS ZEPPOS, Ed.D.
Assistant Dean and Certification Officer
MARIANNE C. MURPHY, J.D.
Assistant Dean and Certification Officer
KELLI O’DONOGHUE, B.A.
Operations Manager
MARGARET STRZYNSKI, M.A.
Budget Manager

STUDENT AFFAIRS TEAM
LAURA BONDURANT, M.A.
Academic Advisor
LYNN BRYAN, M.Ed.
Director of Education Career Services & Technology
MAURICE BULLETT, M.S.
Director of Student Teaching
DIANE FARWICK, M.Ed.
Director of Enrollment Management
MONICA JEFFERSON MOSBY, B.S.
Coordinator of Student Teaching
ANGELA WEAVER, M.A.
Academic Advisor
NANCY HASHIMOTO, B.S.
Peoplesoft Representative
DENISE KRUEGER, B.A.
Director of Advising and Certification Officer
ALVIN LUBOV, M.Ed.
Director of Clinical Experiences
CHERYL MASSEY
Academic Advisor
CARLOTA TOLEDO, B.A.
Coordinator of Enrollment Management

PURPOSES

FACULTY

ACADEMIC PROGRAMS
EARLY CHILDHOOD EDUCATION
ELEMENTARY EDUCATION
SECONDARY EDUCATION
MUSIC EDUCATION
PHYSICAL EDUCATION
TEACHER CERTIFICATION FOR COLLEGE GRADUATES

ADMISSION

CURRICULUM
PURPOSES

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. The University expresses these principles especially by passing on the heritage of St. Vincent dePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The School of Education manifests these principles in its purpose, and through its programs.

As an urban institution, the School is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago, by training professional urban educators. Framed within a commitment to diversity, the School of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

1. Integrate theory and practice
2. Consider multiple perspectives
3. Exhibit Vincentian personalism
4. Promote positive transformation
5. Function as life long learners.

FACULTY

SANDRA JACKSON, PH.D.,
Associate Professor and Acting Dean
University of California, Berkeley

CHARLES BINGHAM, PH.D.,
Assistant Professor
University of Washington

JOHN C. BOHAN, Ed.SPEC.,
Professor Emeritus
Rutgers University

ENORA BROWN, PH.D.,
Associate Professor
University of Chicago

RONALD CHENAULT, PH.D.,
Assistant Professor
Pennsylvania State University

NEIL COBB, Ed.D.,
Associate Professor
Illinois State University, Normal

MARIE ANN DONOVAN, Ed.D.,
Assistant Professor
Harvard University

ANTHONY DODEN, C.M., PH.D.,
Assistant Professor
Marquette University

JAMES DUCMAN, M.F.A.,
Assistant Professor
University of Illinois at Chicago

GERALD FORSTER, Ph.D.,
Associate Professor
University of Iowa

ANNA MARIE FRANK, Ed.D.,
Assistant Professor
National Louis University

JOHN GABRIEL, Ed.D.,
Assistant Professor
University of Massachusetts, Amherst

WILLIAM E. GORMAN, Ed.D.,
Professor Emeritus
Northwestern University

MARGARET HARRIGAN, Ed.D.,
Professor
Loyola University of Chicago

STEPHEN HAYMES, Ph.D.,
Associate Professor
Miami University of Ohio

ANDREW T. KOPAN, Ph.D.,
Professor Emeritus
University of Chicago

JEFFREY KUZMIC, Ph.D.,
Associate Professor
Indiana University

JOHN J. LANE, PH.D.,
Professor
University of Wisconsin, Madison

JOAN M. LAKEBRINK, PH.D.,
Professor
University of Wisconsin, Madison

PAULINE LIPMAN, Ph.D.,
Associate Professor
University of Wisconsin, Madison
ANGELA MILLER, Ph.D.,
Associate Professor
University of Illinois at Chicago

GAYLE MINDES, Ed.D.,
Professor
Loyola University of Chicago

CHRISTOPHER MURRAY, Ph.D.,
Assistant Professor
University of Washington, Seattle

BARBARA KIMES MYERS, Ph.D.,
Professor
University of Illinois, Champaign

ROXANNE F. OWENS, Ph.D.,
Assistant Professor
University of Illinois at Chicago

PETER PEREIRA, A.M.T.,
Associate Professor
Harvard University

AMIRA PROWELLER, Ph.D.,
Associate Professor
State University of New York, Buffalo

BARBARA R. RADNER, Ph.D.,
Associate Professor
University of Chicago

JOHN RURY, Ph.D.,
Professor
University of Wisconsin, Madison

FRANCES RYAN, D.C., A.C.S.W., Ph.D.,
Professor
Loyola University of Chicago

KENNETH SALTMAN, Ph.D.,
Assistant Professor
Pennsylvania State University

KENNETH SARUBBI, D.P.E.,
Associate Professor
Indiana University

HANS A. SCHIESER, Ph.D.,
Professor Emeritus
Loyola University of Chicago

JAMES J. SERI, M.S.,
Professor Emeritus
University of Wisconsin, Madison

BARBARA A. SIZEMORE, Ph.D.,
Professor Emeritus
University of Chicago

LAYLA SULEIMAN, Ph.D.,
Assistant Professor
Loyola University of Chicago

DUNCAN SYLVESTER, Ph.D.,
Assistant Professor
University of Iowa

JOHN R. TACCARINO, Ph.D.,
Associate Professor
Northwestern University

LEILA VILLAVERDE, Ph.D.,
Assistant Professor
Pennsylvania State University

RAFAELA WEFER, Ph.D.,
Professor
Illinois Institute of Technology

KATHRYN C. WIGGINS, Ph.D.,
Associate Professor
Michigan State University

NANCY WILLIAMS, Ph.D.,
Professor
Northwestern University

COREY S. WOODS, Ph.D.,
Assistant Professor
Kansas State University

CAROL T. WREN, Ph.D.,
Associate Professor
Northwestern University

LILIANA ZECKER, Ph.D.,
Assistant Professor
University of Michigan
ACADEMIC PROGRAMS
Bachelor of Science in Early Childhood Education
Bachelor of Science in Elementary Education
Bachelor of Arts in English, Geography, History, Mathematics, Modern Languages, and Social Science.
Bachelor of Science in Biology, Chemistry, Computer Science, Mathematics, and Physics.
Bachelor of Science in Physical Education
Teacher Certification for College Graduates

ACCREDITATION
Teacher preparation programs at DePaul University are approved by the Illinois State Board of Education. All programs are fully approved by the Illinois State Board of Education. Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education.

ADMISSION
Candidates interested in admission to the School should direct all inquiries to the Office of Admission, DePaul University, 1 East Jackson Boulevard, Chicago, Illinois 60604. Telephone (312) 362-8300; e-mail admitdpu@wppost.depaul.edu. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A non-refundable application fee of $25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 441 of the Bulletin.

Students who meet University admission requirements, have passed the Illinois Basic Skills examination, and have a 2.5 grade point average in previous college work at DePaul University, are eligible to apply for admission to one of the Teacher Education programs. Students who have not met these criteria, with the exception of Fitness Management majors, are designated as pre-education majors. There is no time limit to meet the criteria; however, students may not take education classes until they have done so. These criteria apply to all undergraduate students whether they begin as first year, transfer, re-admitted or inter-college transfer students. Students who already hold a Bachelor’s Degree from an accredited institution and wish only to meet teacher certification requirements should contact the School of Education directly at (773) 325-7740.

COMPETENCE IN MODERN LANGUAGE
Students who intend to graduate with the Bachelor of Arts degree will be required to demonstrate competence in a modern language. Such competence may be demonstrated in one of several ways: by successful completion of two years of high school course work in a modern language, by achieving a score of 3 or higher on the Advanced Placement Test, by a satisfactory score as determined by the Modern Language Department on the CLEP examination, or by taking appropriate course work. Note that CLEP scores may be used only to meet the language requirement. Credit is not awarded in modern languages on the basis of CLEP scores. Students who are required to do course work must demonstrate modern language competence equivalent to a complete introductory sequence (101-102-103). Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence. B.A. students who meet this requirement and wish to pursue further work in the language may elect the Modern Language Option of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the Modern Language Option is available to them for language study at any level. (See p. 8 for further details.)
CURRICULUM

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is part of the undergraduate program devoted exclusively to liberal education. The program seeks to balance and, when necessary, augment the student's course of study in the major field. All students in the School of Education are required to complete 76 quarter hours of liberal studies course work. Except for LSE 380, education students may not take education courses to fulfill liberal studies requirements. For more information concerning the purpose and curriculum of the Liberal Studies Program—consult page 6 of the Bulletin. The number and distribution of the required course work is as follows:

Core: 28 quarter hours required; 20 quarter hours in the First Year Program (4 quarter hours in Discover Chicago or Explore Chicago, 4 quarter hours in Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning); 4 quarter hour sophomore seminar on Multiculturalism in the United States, junior year experiential learning requirement (which is infused in the education curriculum), and 4 quarter hour senior capstone requirement (which will be taken with student teaching).

Arts and Literature: 12 quarter hours required. At most 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours required, including LSE 380.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours in the biological sciences, 4 quarter hours in a physical science (including courses from chemistry, physics and environmental science), and 4 quarter hours with a quantitative component. Students may not take Math, Computer Science, Geography, or Psychology to meet this requirement. In addition, one of these courses must include a laboratory.

Self, Society and the Modern World: 12 quarter hours required. At most 2 courses from the same department or program. PSC 120 required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of United States history primarily between 1800-1945; 4 quarter hours of history pre-1800 from Asia, Latin America, Africa, or intercontinental or comparative history.

MODERN LANGUAGE OPTION

Students who wish to study a modern language, either for their own interest or for the requirements of their major field, may be able to substitute a three-course sequence in a modern language for two courses in two different domains except Scientific Inquiry. Interested students should contact an advisor for information concerning the regulations and procedures governing the exercise of the option. Courses will be applied in consultation with a School of Education advisor.

COURSE REDUCTION

While the equivalent of 14 courses is listed above as the requirement for the Learning Domains of the Liberal Studies Program, only 12 courses are required as programs reduce, by two, the number of courses required. Students who have not declared their major field should regard this as an comprehensive list of the Liberal Studies requirements and should elect their courses with the advice and consent of an advisor.
Students who have declared their major field should consult the distribution requirements below to determine the distribution of Learning Domain requirements. Since Learning Domain requirements vary from one major field to another, the student should not assume that courses which satisfy the Learning Domain requirements for one major field satisfy the requirements for another. The student should be certain to consult an advisor before taking courses in the Learning Domains. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field. The programs have made the following course reductions:

**EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, PHYSICAL EDUCATION AND SECONDARY EDUCATION PROGRAMS**

**EARLY CHILDHOOD EDUCATION PROGRAM:**
- One course reduction in Religious Dimensions: 1 course is required in that domain and may be any course designated to meet this requirement.
- One course reduction in Arts & Literature: 2 courses are required in that domain and may be any courses designated to meet this requirement.

**ELEMENTARY EDUCATION PROGRAM:**
- One course reduction in Religious Dimensions: 1 course is required in that domain and may be any course designated to meet this requirement.
- One course reduction in Arts & Literature: 2 courses are required in that domain and may be any courses designated to meet this requirement.

**PHYSICAL EDUCATION PROGRAMS:**
- One course reduction in Scientific Inquiry: 1 course is required in that domain; 1 Physical Science and 1 quantitative science. 1 course reduction in Self, Society & Modern World: 2 courses are required in that domain, 1 must be American Government (PSC 120) and the other may be any course designated to meet this requirement.

**SECONDARY EDUCATION PROGRAMS:**
- **Biology:** Two course reductions in Scientific Inquiry: 1 course is required in that domain; it may be any course designated as meeting this requirement except a biology course.
- **Chemistry:** Two course reductions in Scientific Inquiry: 1 course is required in that domain.
- **Computer Science:** One course reduction in Self, Society & Modern World: 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.
- **English:** Two course reductions in Arts & Literature: 1 course is required in that domain; it may be any course designated as meeting this requirement except an English course.
- **Geography:** One course reduction in Understanding the Past: 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World: 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.
- **History:** One course reduction in Understanding the Past: 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World: 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.
- **Mathematics:** One course reduction in Self, Society & Modern World: 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.
- **Modern Languages:** One course reduction in Self, Society & Modern World: 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Litera-
ture - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

Physics - Two course reductions in Scientific Inquiry - 1 course is required in that domain; it must be a biology course.

Social Sciences - One course reduction in Understanding the Past - 1 course is required in that domain, it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

GENERAL REQUIREMENTS

GENERAL EDUCATION

All students in the School of Education must satisfy requirements in general education of the Illinois State Board of Education. In some cases these requirements exceed those required in Liberal Studies.

- For Elementary Education majors, 2 courses (8 quarter hours) of Mathematics for Elementary Teachers, Math 110 and 111.
- For Early Childhood and Elementary Education majors, 7 courses (28 quarter hours) in a liberal arts concentration. Four courses (16 quarter hours) of the concentration must be taken at the 200 level or above. Concentrations may be chosen from the following areas: Anthropology, Art, Biology, Chemistry, Economics, English, Geography, History, Math, Modern Language, Philosophy, Physics, Political Science, Psychology, Religion or Sociology.
- For Physical Education and Fitness Management majors, 2 courses (8 quarter hours) in Anatomy, Bio 201, and Physiology, Bio 202.
- For Secondary Social Science majors, 1 course (4 quarter hours) of an open elective.
- For Elementary Education, Secondary Computer Science, English, Math, and Modern Language majors, 2 courses (8 quarter hours) of open electives.
- For Early Childhood, Physical Education, Fitness Management concentration, and Secondary Geography and History majors, 3 courses (12 quarter hours) of open electives.
- For Physical Education, Teaching concentration majors, 5 courses (20 quarter hours) of open electives.
REQUIREMENTS FOR STUDENT TEACHING
All students in the School of Education must meet the following requirements before applying for student teaching:
- Admission into the School of Education.
- Completion of all general education and Liberal Studies requirements.
- Completion of all education courses with a grade of C or better.
- Completion of the required clinical experiences.
- Cumulative G.P.A. of 2.50 or better. Secondary departments may set higher G.P.A.s and/or other specific requirements for students in that major.
- Evidence of communication (oral and written) and mathematical skills at a level satisfactory for teaching.
- Review and approval by Student Teaching Committee of the School of Education.

TEST REQUIREMENTS
The Illinois State Board of Education requires that a candidate for certification pass a test of basic skills and a test of content-area knowledge. Passage of the basic skills test is also a requirement for admission into the School of Education.

PROGRAM REQUIREMENTS
Each student must complete the General and Liberal Studies requirements and the requirements of one of the programs in the specific areas listed below.

I. PROGRAM IN ELEMENTARY EDUCATION (EE)
This Bachelor of Science degree prepares students to teach in elementary schools (K-9).
- Social and Cultural Studies in Education and Human Development: SCU 207, 336, SCU 337 or Psychology 303; and SCU 338 or 339.
- Elementary Education courses: EE 281, 317, 324, 326, 333, 334, 344, 347, 355, and 385; and LSI 346.

II. PROGRAM IN PHYSICAL EDUCATION (PE)
This Bachelor of Science degree allows students to choose between two concentrations, Teaching or Fitness Management and Wellness. In addition to these major concentrations of study, there are sequences of courses which could lead to minors and/or endorsements in Physical Education, Training, Coaching, and Health.

TEACHING CONCENTRATION
The teaching concentration is a state approved program that qualifies students to teach Physical Education for one of the following selected age levels: Elementary (K-6), Middle/Secondary (6-12), or Comprehensive, Elementary and Secondary (K-12).

REQUIRED COURSES
- Physical Education Courses: 111, 206, 302, 303, 341, 346, 351, 352, 360, 374, and 390.
- Methods and Student Teaching Courses: (K-6), 317, and 378 for 12 quarter hours; (6-12), 372, SCU 339, and 379 for 12 quarter hours; (K-12), 317, 372, and 378/379 for 6 quarter hours each.
- Activity Courses Sequences:
  - Movement Analysis I—Rhythms and Dance: PE213.
  - Movement Analysis II—Aquatics: PE 121.
  - Movement Analysis III—Gymnastics: PE 151.
  - Movement Analysis IV—Team and Individual Sports: Five courses chosen from PE 181, 182, 183, 185, 186, 187, 276 or 277.
FITNESS MANAGEMENT AND WELLNESS CONCENTRATION
This concentration prepares individuals to enter careers in managing or developing fitness programs in small business or large corporate and/or recreational settings. Students are given scientific, managerial, and practical experience focusing on health/fitness programming, fitness testing and prescription, exercise leadership, personal training, and lifetime wellness and nutrition.

REQUIRED COURSES
Social and Cultural Foundations in Education: SCU 336 or 337 or Psychology 303.
Commerce Courses: Management 300, Accounting 101, and Marketing 301.
Activity Courses Sequences:
Movement Analysis I—Rhythms and Dance: one course chosen from 060 or 213.
Movement Analysis II—Aquatics: PE 121.
Movement Analysis III—Weight Training and Fitness: PE 066 and 071.
Movement Analysis IV—Team and Individual Sports: four courses chosen from PE 181, 182, 183, 185, 186, 187, 276 or 277.

PROGRAMS OF STUDY FOR A MINOR SEQUENCE IN PHYSICAL EDUCATION AND HEALTH ENDORSEMENT
The programs outlined below are intended for the student who desires to develop a second teaching area in physical education.
PROGRAM A: Physical Education minor sequence
Activity: PE 111, 121, 151; and two courses from 181, 182, 183, 185, 186 or 187.
PROGRAM B: Coaching minor sequence
Theory: PE 302, 303, 345, 351, 352, 390, 391 202
PROGRAM C: Health minor (Leading to a teacher endorsement)
Theory: PE 206, 273, 302, 304, plus five additional courses to meet state requirements (see advisor).

III. PROGRAMS IN SECONDARY EDUCATION
Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Modern Languages, and Social Science. Programs in Secondary Education leading to a Bachelor of Science degree and certification in grades 6-12 include Biology, Chemistry, Computer Science, Mathematics, and Physics. A total of 48-80 quarter hours in the major field is required. For details concerning the completion of each major field, consult the department offerings in this Bulletin.
Biology, page 97  History, page 162
Chemistry, page 114  Mathematics, page 196
Computer Science, page 308  Modern Language, page 212
English, page 143  Physics, page 242
Geography, page 153  Social Science, page 295
Social and Cultural Studies in Education and Human Development: SCU 207; 336, 337 or PSY 303; and SCU 338 or 339.
Secondary Education: SE 363; 364; 390; LSI 346; SE 325; SCU 338 or 339 and one special methods course in the teaching field.
IV. PROGRAM IN EARLY CHILDHOOD EDUCATION

The Bachelor of Science degree program in Early Childhood Education leads to a teaching certificate (infancy through grade 3).


Professional Education: ECE 091, 092, 093, 094, 286, 290, 302, 303, 307, 309, 310, 311, 331, 375, 384, and 385; and EE 324.

PROGRAM OF STUDY FOR A MINOR SEQUENCE IN EARLY CHILDHOOD EDUCATION

The ECE minor provides a learning opportunity to all DePaul Students for those interested in the care and education of young children. Students interested in this minor should consult home college advisors and secure permission from the Early Childhood Program to enroll.

Seven of eight courses: ECE 286, 290, 302, 303, 307, 309, 310, and 375 are chosen in consultation with the academic advisor and Early Childhood Program Coordinator.

V. PROGRAM IN MUSIC EDUCATION

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the elementary and secondary school. A Bachelor of Music degree with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VI. MIDDLE SCHOOL ENDORSEMENT

According to State of Illinois certification guidelines, both Elementary and Secondary education students who wish to teach in a departmentalized middle school setting (grades 5 - 8) must meet three criteria:

1. Complete at least 27 quarter hours in a content area that is taught in middle grades. All secondary education majors have at least 1 content area based on their secondary education requirements. Most elementary education majors will have at least 1 content area based on their concentration requirements. Please discuss possible areas with an advisor.

2. Complete at least 1 course (4 quarter hours) in middle school methodology. All students have met this requirement through the DePaul School of Education courses. No additional courses are needed to meet this requirement.

3. Complete 1 course (4 quarter hours) in middle school philosophy and/or psychology. This course, SCU 339, Philosophy & Psychology of Middle Level Education, is a course option in the Common Core of the Elementary and Secondary Education programs.

The addition of SCU 339 to your program will allow you to receive a middle school endorsement. If you do not choose to take SCU 339, Elementary Education majors will be eligible to teach in K to 4 only; Secondary education majors will be eligible to teach in grades 9 to 12 only.

Middle School Endorsements are only applicable to Elementary and Secondary Education students. Due to the certification grade levels, Early Childhood majors are not eligible for a middle school endorsement. Physical Education and music students are eligible for middle school endorsement if they choose to get both the elementary (K-9) and secondary (6-12) certificates.

VII. TEACHER CERTIFICATION FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in early childhood, elementary and secondary schools. Students may pursue certification through one of two options; one option combines certification with a Master’s degree in Education, and the other concentrates solely on certification. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student’s specialization.
Candidates for the certification program must have completed an academic program that parallels the DePaul teacher education program in their selected area of content for teaching (English, History, Mathematics, etc.). Any deficiencies in general education must be cleared before a student will be permitted to complete his or her requirements in professional education.

No student will be permitted to student teach until all professional education courses are completed. In addition, the Illinois State Board of Education requires certification candidates pass a test of basic skills and a test of content-area knowledge.

**SPECIAL PROGRAMS**

The School of Education offers the following planned sequences of courses: Coaching, Physical Education, and Health Education Training. For students interested in pursuing general studies in education, courses are offered exploring such relationships as social justice and education, education in literature, and the politics of education. All students are invited to enroll in these Liberal Studies in Education courses.

**STATE OF ILLINOIS CERTIFICATION**

School of Education programs lead to state teacher certification. The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of content area knowledge. Passage of the basic skills test is also a requirement for admission into the School of Education. Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the School of Education office.

**ACADEMIC ADVISOR**

The School of Education provides an academic advisor who is responsible for the initial interviewing and counseling of all undergraduate degree seeking and certification students. It is the responsibility of the academic advisor to assist each new student with the selection of courses for each quarter in order to ensure academic progress toward graduation or certification in a timely fashion.

**OFFICE OF EDUCATION CAREER SERVICES**

The School of Education offers job search counseling for all its students. The Director’s function is to advise students individually and work closely with schools and districts to identify job vacancies. Students can get information and advice on resume writing, interviewing skills, and all other aspects of the job search. Information is also available about teaching in other states and overseas. Other services include a credential file mailing service and posted vacancy announcements.

**GRADUATE PROGRAMS**

The School of Education offers the following programs leading to the master’s degree:
- Educational Leadership
- Curriculum Studies
- Human Development and Learning
- Human Services and Counseling
- Language, Literacy and Specialized Instruction
- Social and Cultural Foundations in Education
- Teaching and Learning (Early Childhood, Elementary, and Secondary Certificates)

Undergraduate students who have completed all the necessary course requirements for the bachelor’s degree may enroll for courses at the graduate level. To enroll in graduate courses, undergraduate students must have the written permission of the Director of Enrollment Management.
Liberal Studies in Education (LSE)
201 Diverse Values and Voices in Education
210 Multiculturalism and Education
254 The Politics of Education
258 Education and Social Justice
306 Education and Literature
310 Contemporary Issues in Education
354 Culture, Context and Learning
362 Identity and Education
380 Philosophical Issues in Education

Social and Cultural Foundations in Education (SCU)
095 Clinical Experiences with Children and Youth
207 Social and Historical Issues in Education
336 Adolescent and Adult Growth and Development
337 Human Growth and Development
338 The Process and Evaluation of Learning
339 Philosophy and Psychology of Youth and Middle Level Education
399 Independent Study

Elementary Education (EE)
195 Methods-Strategies in Teaching the Bilingual/Bicultural Child
203 School-Community Relations
204 Cultures in Contrast and Conflict
242 Teaching English as a Second Language
281 Introduction to Educational Practice
313 Bilingual Curriculum and Instruction at the Elementary Level
317 Physical Education and Classroom Management in the Elementary School
324 Reading/Language Arts in the Early Years
326 Reading/Language Arts in Intermediate and Middle Grades
327 Teaching Reading and Language Arts in the Elementary School-Emphasis on the Bilingual Child
333 Teaching and Learning Elementary School Mathematics
334 Elementary Science Inquiry Teaching Strategies
335 Psychology of Bilingualism
344 Art and Music in the Elementary School
347 Children's Literature
355 Methods: Contemporary Teaching of Social Studies
376 Workshop for Pre-Service Teachers
384 Capstone in Elementary Education
385 Elementary Student Teaching and Seminar
399 Independent Study

Secondary Education (SEC)
301 The Teaching of Writing
306 Teaching Literature
309 Teaching and Learning Secondary School Mathematics
310 Teaching, History, and Social Sciences in Secondary Schools
325 Literacy in the Content Areas
339 Teaching Science in the Secondary School
349 Teaching Modern Languages
363 Orientation to Secondary Teaching as a Profession
364 Methods: Curriculum and Instruction in Secondary Schools
376 Workshop for Pre-Service Teachers
384 Capstone in Secondary Education
390 Secondary Student Teaching and Seminar
399 Independent Study

Language, Literacy, and Specialized Instruction (LSI)
346 Strategies for Mainstreaming and Inclusion
380 Teaching Reading in the Content Areas

PHYSICAL EDUCATION (PE)
060 Aerobics
066 Beginning Weight Training
070 Advanced Aerobics
071 Fitness and Conditioning
076 Advanced Weight Training
111 Motor Development Throughout the Life Span
121 Swimming
151 Gymnastics
181 Flag Football
182 Volleyball
183 Soccer-Speedball
185 Baseball-Softball
186 Track and Field
187 Basketball
206 Personal and Community Health
213 Folk-Social Dance
273 Health and Nutrition
276 Tennis
277 Golf
302 First Aid: Responding to Emergencies
303 Athletic Injuries
304 The School Health Program
317 Physical Education and Classroom Management in the Elementary School
341 Historical and Philosophical Foundations of Physical Education
346 Organization/Administration of Physical Education, Sports, and Fitness Programs
351 Kinesiology
352 Physiology of Exercise
360 Educational Psychology and Measurement of Learning
362 Fitness Testing, Assessment, and Prescription
372 Methods and Materials for Physical Education Curriculum and Instruction in the Secondary School
374 Adapted Physical Education
378 Elementary Student Teaching in Physical Education and Seminar
379 Secondary Student Teaching in Physical Education and Seminar
380 Internship in Fitness Management
384 Capstone in Physical Education
SCHOOL OF EDUCATION

390 Psycho-Social Aspects of Exercise and Sport
391 Theory and Techniques of Coaching
392 Advanced Athletic Training Techniques
393 Therapeutic Modalities and Exercise
399 Independent Study or Pre-Student Teaching Experience

Early Childhood Education (ECE)
091 Clinical Experiences with Infants and Toddlers
092 Clinical Experiences with Young Children and Families
093 Clinical Experiences with Pre-Schoolers
094 Clinical Experiences in Primary Grades
286 Art, Music, and Movement for the Young Child
290 Child Growth and Development
302 Child and Family in the Urban Environment
303 History and Philosophy of Early Childhood Education
307 Speech and Language Development of the Young Child
309 Exceptional Child Growth and Development
310 Preprimary Programs: Curriculum and Strategy
311 Curriculum and Instruction in Primary Grades
331 Beginning Mathematics and Science Instruction
375 Early Childhood Assessment
376 Workshop for Pre-Service Teachers
384 Capstone in Early Childhood Education
385 Early Childhood Student Teaching and Seminar
399 Independent Study in Early Childhood Education

COURSES

In addition to courses offered for degree programs, the School of Education offers courses that are not required for a degree in Education or for certification but which may fulfill Liberal Studies requirements or may be useful as electives. The impact of education on history, on literature, on religious development, on socio-economic and political factors, and on science are treated in one or another of the following courses. All courses carry 4 quarter hours credit except where noted.

ECE 091 CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS (1 credit hour)
Students will observe and interact with infant-toddlers (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes in infants and toddlers. Appropriate early childhood assessment methodologies will be emphasized. COREQUISITE(S): ECE 290.

ECE 092 CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES (1 credit hour) Students will observe and interact with young children and their parents in parent training programs, parent conferences and home visits (25 clock hours). They also will observe and work with children affected by the drug culture and HIV-positive children. COREQUISITE(S): ECE 302.
**SCHOOL OF EDUCATION**

**ECE 093** CLINICAL EXPERIENCES WITH PRE-SCHOOLERS (1 credit hour) Students will observe and interact with preschool-age children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes in preschool-age children. Appropriate early childhood assessment methodologies will be emphasized. COREQUISITE(S): ECE 310.

**ECE 094** CLINICAL EXPERIENCES IN PRIMARY GRADES (1 credit hour) Students will observe and interact with primary-age children (25 clock hours) and attend a weekly seminar in which they are required to reflect on their experiences in relation to the development and learning processes in the primary years. Appropriate assessment methodologies for children in the primary grades will be emphasized. COREQUISITE(S): ECE 311.

**ECE 286** ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD This course will focus on the theory, research, methods, and activities of art, music, and movement for young children birth through age 8. Emphasis will be on the integration of developmental domains.

**ECE 290** CHILD GROWTH AND DEVELOPMENT Human growth and development of the child from pregnancy through school-age are explored. The patterns of growth include cognitive, physical, social, spiritual and emotional development with emphasis on cognition. Theories of the young child including those of Piaget, Erikson, Vygotsky, Gardner, Montessori, and others are examined. COREQUISITE: ECE 091.

**ECE 302** CHILD AND FAMILY IN THE URBAN ENVIRONMENT The effects of the economic and societal influences of the urban environment upon the developing child and the family are studied. Ethnicity in the urban environment and counseling skills are included. Child management programs for the family are reviewed. COREQUISITE(S): ECE 092.

**ECE 303** HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION Historical, sociological, philosophical and psychological foundations of early childhood education are explored. Review of key theories and research informs the development of early childhood education goals, practices including administration ethics and program models. Personal reflections are applied to the field and course readings.

**ECE 307** SPEECH AND LANGUAGE DEVELOPMENT OF THE YOUNG CHILD Development of young children’s speech and language including techniques and materials for use in assessing and assisting this development are explored. PRE-REQUISITE: ECE 290.

**ECE 309** EXCEPTIONAL CHILD GROWTH AND DEVELOPMENT Study and analysis of variations in the preschool and primary child’s development including creative, gifted, and disabled children. Participants study characteristics of and programming for a variety of children with special needs with emphasis on the learning disabled. PREREQUISITE: ECE 290.
ECE 310 PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of (1) facilitating children's play; (2) individuation through building on children's experiences, learning styles and interests; (3) using media; and (4) developing learning centers will be emphasized. PREREQUISITE: ECE 290. COREQUISITE: ECE 093.

ECE 311 CURRICULUM AND INSTRUCTION IN PRIMARY GRADES This course provides an examination of the objectives, content, methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme. PREREQUISITE: ECE 290. COREQUISITE: ECE 094.

ECE 331 BEGINNING MATHEMATICS AND SCIENCE INSTRUCTION Activities, materials, methods, and theoretical principles for teaching mathematics and science in preschool and primary grades. Includes clinical observation and individualized teaching assignments. PREREQUISITE: ECE 290.

ECE 375 EARLY CHILDHOOD ASSESSMENT Students will study, use and evaluate early childhood assessment methods and tools that are appropriate for use with young children of diverse cultural and socioeconomic experiences. Ways of involving parents in early childhood assessment will be stressed. How to observe and assess children individually, in groups and in their family systems and networking with community services will be explored. PREREQUISITE: ECE 290.

ECE 376 WORKSHOP FOR PRESERVICE TEACHERS Various topics in contemporary early childhood. See schedule of classes for details.

ECE 384 EARLY CHILDHOOD EDUCATION CAPSTONE The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective early childhood educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. Students will develop a professional portfolio that reflects the standards of the various guiding professional organizations. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. This course is taken before student teaching.
ECE 385  EARLY CHILDHOOD STUDENT TEACHING AND SEMINAR  (12 quarter hours)
Five school days a week supervised teaching in a cooperating school for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching will be included. PREREQUISITE(S): Open only to students who have applied and been accepted into student teaching. See Program Coordinator.

ECE 399  INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION  PREREQUISITE:
Permission from Program Coordinator.

ELEMENTARY EDUCATION (EE)
Courses in Bilingual/Bicultural Education are included in this listing. In the Elementary Education courses listed below 324, 326, 331, 332, 344, 347, 355, approximately 2 clock hours of clinical activities per week are required for each four quarter hours of credit.

EE 195  METHODS-STRATEGIES IN TEACHING THE BILINGUAL/BICULTURAL CHILD
Methods-strategies in teaching the bilingual/bicultural child.

EE 203  SCHOOL-COMMUNITY RELATIONS
Focuses on the roles of teachers and parents in the total education of the children. It will explore the influence of language and culture on the interaction of teachers and parents.

EE 204  CULTURES IN CONTRAST AND CONFLICT
This course emphasizes strategies to teach culture and conflict resolution in the classroom setting. It will also compare cultures on six separate components.

EE 242  TEACHING ENGLISH AS A SECOND LANGUAGE
Focuses on techniques to teach English as a second language to non-English speaking children at the beginning, intermediate, and advanced levels.

EE 281  INTRODUCTION TO EDUCATIONAL PRACTICE
Students will engage in critical reflection of the roles of elementary educators and be guided into a self-discovery of their own potential success in the profession. In order for reflection to be meaningful, students are required to participate in clinical experiences that include interaction with educators and children. Theory and practice will be fused together as students engage in curriculum design, instructional presentations, assessment of learning, class management and general decision-making inherent in classroom teaching. As a result of this course, students should begin to develop a professional portfolio.

EE 313  BILINGUAL CURRICULUM AND INSTRUCTION AT THE ELEMENTARY LEVEL
Focuses on curriculum utilization and the adaptation of it to the Latin child.

EE 317  PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. PREREQUISITE(S): EE 281 and 25 hours of Clinical Experience.
EE 324  READING/LANGUAGE ARTS IN THE EARLY YEARS  This course focuses on curriculum, assessment, and subsequent instruction related to emergent literacy development. Individual student’s strengths and needs will be addressed through theories and practices related to both code-and meaning-oriented approaches to literacy development. Field experiences (15 minimum hours) will provide students with opportunities to analyze theories, to observe and practice strategies, and to make informed instructional decisions. PREREQUISITE(S): ECE 290 or EE 281.

EE 326  READING/LANGUAGE ARTS IN INTERMEDIATE AND MIDDLE GRADES  This course extends the ideas developed in EE 324 to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate and middle grades. Emphasis will be placed on using narrative and expository text and mixed genres related to content area instruction. PREREQUISITE(S): EE 324 or consent of the instructor.

EE 327  TEACHING READING & LANGUAGE ARTS IN THE ELEM SCHL-EMPHASIS ON BILINGUAL CHILD  Teaching reading and language arts in the elementary schools with emphasis on the bilingual child.

EE 333  TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS  An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate: i.e., for helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required during this course. PREREQUISITE(S): EE 281, MAT 110 and MAT 111.

EE 334  ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES  An introduction to instructional strategies for helping students in grades K-8 become science literate: i.e., to understand the nature of science and its impact on the real world. Particular attention will be given to theoretical views about how children learn science and develop scientific thinking skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. 10 clinical hours are required for this course. PREREQUISITE(S): EE 281.

EE 335  PSYCHOLOGY OF BILINGUALISM  This course will focus on psychological factors that affect learning such as attitudes towards language learning, self-esteem, cognitive style, identity and motivation.

EE 344  ART AND MUSIC IN THE ELEMENTARY SCHOOL  This course is designed to engage prospective elementary school teachers in activities that enhance their understanding of the theoretical content and methodological strategies related to successfully integrating art and music into the elementary school curriculum. PREREQUISITE(S): EE 281.
EE 347  **CHILDREN'S LITERATURE**  This course will familiarize the student with various genres of quality children's literature and how to select books that are appropriate to children's developmental levels. Students also will be introduced to literature from various cultures and ethnic groups and learn how to extend, evaluate, and use children's literature throughout the curriculum.

EE 355  **METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES**  Materials for program development and methods of teaching social studies. Disciplines included are history, economics, sociology, anthropology, geography and political science. Topics included are citizenship development and educational values. PREREQUISITE(S): EE 281.

EE 376  **WORKSHOP FOR PRE-SERVICE TEACHERS**  Various topics in contemporary education. See schedule for details.

EE 384  **CAPSTONE IN ELEMENTARY EDUCATION**  The senior capstone course is designed to help students integrate the central emphases of liberal studies curriculum into their professional behavior. It will provide prospective educators with opportunities to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the School of Education's framework for an urban professional multicultural educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): EE 385.

EE 385  **ELEMENTARY STUDENT TEACHING AND SEMINAR**  (12 credit hours) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. PREREQUISITE(S): Open only to students who have applied and been accepted into student teaching. See program advisor.

EE 399  **INDEPENDENT STUDY**  (1-2 credit hours) PREREQUISITE(S): Permission of program chair.

**LIBERAL STUDIES IN EDUCATION (LSE)**

These courses are open to all students in the University. If a learning domain is indicated, students not in the School of Education can take these courses to satisfy liberal studies requirements.

LSE 201  **DIVERSE VALUES AND VOICES IN EDUCATION**  This course explores the interaction of societies and their education efforts/designs within a multicultural context. Case studies are used to examine various cultural groups within their own environment, the interactions of people from different cultures, and various cultural phenomena. Educational experiences leading persons from a monocultural perspective to a more multicultural perspective are explored. Students are asked to consider culture as learned behavior/perspective. They will explore their own cultural experiences/development and those of others. The goal is a realization of culture as a respected framework within the context of education. This course satisfies the self, society, & modern world requirement.
LSE 210  **MULTICULTURALISM AND EDUCATION** This course will engage students in an examination of issues of diversity and multiculturalism within educational contexts in the United States. It includes an investigation of the historical and experiential perspectives of different cultural groups as well as an analysis of issues of access, inequality, power, and the distribution of resources. Students should gain an understanding of individual, group, inter-group, and intra-group perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views. The central objective of the course is the development of a critical perspective regarding the meaning of multiculturalism and the significance of its role in educational settings.

LSE 254  **THE POLITICS OF EDUCATION** This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in their own right in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements.

LSE 258  **EDUCATION AND SOCIAL JUSTICE** A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes.

LSE 300  **EDUCATION AND LITERATURE** This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education.
LSE 310 CONTEMPORARY ISSUES IN EDUCATION This is a variable topics course which examines the way current, significant issues affect, and are affected by education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: homelessness, immigration and public education, privatization and corporate involvement in schools, youth culture and education, or the use and misuse of measures of achievement and ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines.

LSE 354 CULTURE, CONTEXT AND LEARNING This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts.

LSE 362 IDENTITY AND EDUCATION This variable topics course will focus upon how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups.

LSE 380 PHILOSOPHICAL ISSUES IN EDUCATION This course is a critical inquiry to major philosophical writings in education. PREREQUISITE: PHL 100; SCU 207 highly recommended.

LSI 346 STRATEGIES FOR MAINSTREAMING AND INCLUSION Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing maximum development of students with a variety of special needs with emphasis on learning disabilities. The course also covers historical background, as well as current legal and service provision issues, including mainstreaming and inclusion. PREREQUISITE(S): Junior standing.

LSI 380 TEACHING READING IN THE CONTENT AREAS Focusing on the special skills and problems involved in the teaching of reading in the content areas, the course also acquaints the student with both the place of content reading in the development of skilled reading and methods and techniques of improving the teaching of reading in the content areas.
## Physical Education (PE)

Activity courses are open to all students in the University. Students with a major or minor in Physical Education will be evaluated on criteria that include a methods-of-teaching component, as well as experiences in teaching, leading exercises and drills, and officiating. All physical education courses are four quarter hours unless otherwise indicated.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 060</td>
<td>Aerobics</td>
<td>2</td>
<td>Participation and instruction in the dynamics of body movement through a combination of dance and exercise.</td>
</tr>
<tr>
<td>PE 066</td>
<td>Beginning Weight Training</td>
<td>2</td>
<td>This course introduces students to strength training principles and activities: free weights, resistance machines, and functional exercises. Emphasis is placed on the development of strength and flexibility of the major muscle groups. Health-related fitness guidelines are presented to assist the student in developing overall fitness.</td>
</tr>
<tr>
<td>PE 070</td>
<td>Advanced Aerobics</td>
<td>2</td>
<td>Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. PREREQUISITE(S): PE 060 or instructor's approval.</td>
</tr>
<tr>
<td>PE 071</td>
<td>Fitness and Conditioning</td>
<td>2</td>
<td>The main components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition are integrated into the fitness sessions, topic presentations, and health/fitness assessments. Emphasis is placed on improving overall wellness through exercise and healthy lifestyle choices.</td>
</tr>
<tr>
<td>PE 076</td>
<td>Advanced Weight Training</td>
<td>2</td>
<td>Advanced instruction and participation in the use of free weights and various machines for body building and weight training. PREREQUISITE(S): PE 066 or instructor's approval.</td>
</tr>
<tr>
<td>PE 111</td>
<td>Motor Development Throughout the Life Span</td>
<td>2</td>
<td>Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined.</td>
</tr>
<tr>
<td>PE 121</td>
<td>Swimming</td>
<td>2</td>
<td>Skill analyses and development based upon individual's initial swimming level; beginning through advanced swimming. (A.R.C. classification) Introduction to skin diving skills and basic rescue and water safety.</td>
</tr>
<tr>
<td>PE 151</td>
<td>Gymnastics</td>
<td>2</td>
<td>Basic tumbling, stunts, apparatus (beam and bars), exercises and vaulting skills. Emphasis on programming for the elementary school level, including mini-teaching presentations.</td>
</tr>
<tr>
<td>PE 181</td>
<td>Flag Football</td>
<td>2</td>
<td>Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play.</td>
</tr>
<tr>
<td>PE 182</td>
<td>Volleyball</td>
<td>2</td>
<td>Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, officiating, and student teaching.</td>
</tr>
<tr>
<td>PE 183</td>
<td>Soccer-Speedball</td>
<td>2</td>
<td>Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in speedball and other lead-up activities.</td>
</tr>
<tr>
<td>PE 185</td>
<td>Baseball-Softball</td>
<td>2</td>
<td>Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy.</td>
</tr>
</tbody>
</table>
PE 186  TRACK AND FIELD (2 credit hours) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets.

PE 187  BASKETBALL (2 credit hours) Offered alternate years. Fundamental skills, group drills, styles of offensive and defensive team strategy.

PE 206  PERSONAL AND COMMUNITY HEALTH This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

PE 213  FOLK-SOCIAL DANCE (2 credit hours) Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom and swing dance. Student is introduced to basic style and basic choreography.

PE 273  HEALTH AND NUTRITION This course will provide students with an introductory background in nutrition throughout the life span. The study of foods and their effects upon health, development and performance of the individual will be emphasized.

PE 276  TENNIS (2 credit hours) Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.

PE 277  GOLF (2 credit hours) Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 302  FIRST AID: RESPONDING TO EMERGENCIES (2 credit hours) Instruction, demonstration and practice in application of basic emergency first aid skills adapted to the needs of students and teachers. Emphasis will be placed on muscular fitness, cardiovascular fitness, prevention of injuries, and immediate treatment of injuries. Special emphasis will be placed on wellness concepts. American Red Cross Standard Certificate awarded for successful completion of the course.

PE 303  ATHLETIC INJURIES Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach-trainer for emergency field procedures.

PE 304  THE SCHOOL HEALTH PROGRAM This course is designed to cover the scope of health services that could be provided through a comprehensive school health program. The school environment, community involvement, and legal/ethical considerations will be emphasized.

PE 317  PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. PREREQUISITE(S): Junior status and 25 hours of Clinical Experience.
PE 341 HISTORICAL AND PHILOSOPHERICAL FOUNDATIONS OF PHYSICAL EDUCATION
This course presents those principles of educational psychology specifically related to the psychomotor learning domain, the selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process. Specifically, measures of central tendency, variability and correlation statistics; and standard tests of strength, motor efficiency, anthropometry, body mechanics, and specific sport analysis will be included in this course.

PE 346 ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS
Emphasis is placed on understanding the management process: functions, application to various settings, program development, budget, facilities, marketing/promotion, and risk management.

PE 351 KINESIOLOGY
Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. Lecture/laboratory. PREREQUISITE(S): BIO 201, BIO 202.

PE 352 PHYSIOLOGY OF EXERCISE

PE 360 EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING
Statistical analysis, measures of central tendency and variability as well as correlation; standard tests of strength, motor fitness, cardiovascular efficiency, anthropometry, body mechanics, and specific sport skills.

PE 362 FITNESS TESTING, ASSESSMENT AND PRESCRIPTION
Health-related fitness tests, risk assessments, and clinical exercise test protocols are covered as they relate to adult fitness, cardiac-rehabilitative, and special populations. Emphasis is on the application of testing procedures, interpretation of health-related fitness assessments and the development of individualized exercise prescriptions.

PE 372 METHODS AND MATERIALS FOR PHYSICAL EDUCATION CURRICULUM/INSTRUCTION-SECONDARY SCHOOL
This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans in a secondary school setting. Students will engage in 20-24 hours of field work to observe and participate in whole class instruction, in an attempt to integrate theoretical classroom content with on-site experiences.

PE 374 ADAPTED PHYSICAL EDUCATION
Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. PREREQUISITE(S): BIO 201 and 202 or consent of instructor.
PE 378  **ELEMENTARY STUDENT TEACHING IN PHYSICAL EDUCATION AND SEMINAR** (6 or 12 credit hours) Five school days a week of supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. **PREREQUISITE(S):** Open only to students who have applied and been accepted into student teaching. See program advisor.

PE 379  **SECONDARY STUDENT TEACHING IN PHYSICAL EDUCATION AND SEMINAR** (6 or 12 credit hours) Five school days a week of supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. **PREREQUISITE(S):** Open only to students who have applied and been accepted into student teaching. See program advisor.

PE 380  **INTERNSHIP IN FITNESS MANAGEMENT** (12 credit hours) Four hundred hours of supervised training in a health setting will be completed through this course. Students will receive practical experience in fitness testing, individual and group training, class instruction, program planning, and other facets of fitness management programming. Special interests of students will be addressed based on the internship site. **PREREQUISITE(S):** Open only to students who have applied and been accepted by the fitness management program advisor.

PE 384  **PHYSICAL EDUCATION CAPSTONE** The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective physical education teachers with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the School of Education’s framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program.

PE 390  **PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT** Principles of human behavior, psychology, sociology, and motivational theory are covered as they relate to exercise fitness and sport. Students are introduced to personality factors, leadership skills, psychological skills training, and group dynamics which play important roles in the psychological development of individuals involved in exercise and sport programs.

PE 391  **THEORY AND TECHNIQUES OF COACHING** This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

PE 392  **ADVANCED ATHLETIC TRAINING TECHNIQUES** This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. **PREREQUISITE(S):** PE 303.
PE 393  THERAPEUTIC MODALITIES AND EXERCISE  (4 credit hours) An introduction to principles and protocols for the care of athletic injuries and for the use of exercise in rehabilitation. After the modalities and exercise regimes used in the treatment of athletic injuries are discussed and demonstrated, students will be expected to demonstrate their proper use. PREREQUISITE(S): PE 392 or permission of the instructor.

PE 399  INDEPENDENT STUDY OR PRE-STUDENT TEACHING EXPERIENCE  (1 or 2 credit hours) PREREQUISITE(S): Permission of program coordinator.

SOCIAL AND CULTURAL STUDIES IN EDUCATION AND HUMAN DEVELOPMENT (SCU)

The Social and Cultural Studies in Education and Human Development Program is committed to social justice and to an inter/postdisciplinary approach to the critical study of education and human development. The program’s basic premise is that education is a social and cultural process which shapes the ways in which individuals, in the context of their lived-realities, make sense of themselves and others within systems of power and privilege. Education is regarded as a significant political force in creating, maintaining, and challenging assumptions of neutrality, hierarchies of race, education, gender, class and sexual differences. The SCU Program examines educational institutions, practices, policies, and human development across the life span, addressing the question of identity and its historical formation in relation to education. The program considers the dynamic between the individual and society and explores the relationships between interpsychic, interpersonal, biological and sociocultural processes as they unfold in multiple educative contexts. The study of these processes is informed by ethics, values, and a critical examination of assumptions regarding what is normative. The philosophical question of human development—what is means to be human—is explored as a process within institutional hierarchies of power and privilege: families, communities, educational institutions, media and popular culture, political movements, governments, and international geographies.

The program also examines the interplay between the practices and policies which structure educative processes at the micro-level of institutions and the systemic reproduction of difference in inequality within society. The program considers public policies and institutional practices such as testing, measurement, tracking and labeling, curriculum development, funding, and community involvement.

SCU 095  CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH  (No Credit) Required of all students. Observations and participatory experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.

SCU 207  SOCIAL AND HISTORICAL ISSUES IN EDUCATION  This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.
SCU 336  ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT  Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e., parents, grandparents).

SCU 337  HUMAN GROWTH AND DEVELOPMENT  This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the life span.

SCU 338  THE PROCESS AND EVALUATION OF LEARNING  The process involved in human learning is examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

SCU 339  PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION  This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn.

SCU 399  INDEPENDENT STUDY  Education core unit. PREREQUISITE(S): Permission of Program Chair.

SEC 301  THE TEACHING OF WRITING  Prepares for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curricula will also be explored. PREREQUISITE(S): SEC 364 or equivalent.

SEC 306  TEACHING LITERATURE  Prepares for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curricula. PREREQUISITE(S): SEC 364 or equivalent.
SEC 309  **TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS**  Teaching and Learning Secondary School Mathematics. Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. **PREREQUISITE(S):** SEC 364 or equivalent.

SEC 310  **TEACHING, HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS**  Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. **PREREQUISITE(S):** SEC 364 or equivalent.

SEC 325  **LITERACY IN THE CONTENT AREAS**  The course explores the interrelationships between reading, writing, and other forms of communication (e.g., classroom talk, technology, visual arts) that are available to content area middle-level and high-school teachers. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that result in literacy as a meaning-making tool in the construction of content-area knowledge. The course will discuss specific aspects of literacy processes from a multicultural, multilingual perspective as they apply to a variety of school settings in general and urban schools in particular. Students will become acquainted with theoretical issues as well as a wide range of literacy-teaching strategies including reading, writing, research, and study skills to be tailored to the needs of different students and to be applied across a variety of learning situations and text types.

SEC 339  **TEACHING SCIENCE IN THE SECONDARY SCHOOL**  This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. **PREREQUISITE(S):** SEC 364 or equivalent.

SEC 349  **TEACHING MODERN LANGUAGES**  Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation, and classroom management also will be discussed. **PREREQUISITE(S):** SEC 364 or equivalent.
SEC 363  ORIENTATION TO SECONDARY TEACHING AS A PROFESSION (6 quarter hours) In this process-oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. Included in this course are 25-30 hours of clinical experiences at arranged sites.

SEC 364  METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS (6 credit hours) This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals, the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives; both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. Included in this course are 25-30 hours of clinical experiences at arranged sites. PREREQUISITE(S): SEC 363 or permission.

SEC 376  WORKSHOP FOR PRE-SERVICE TEACHERS Various topics in contemporary education. See schedule for details.

SEC 384  CAPSTONE IN SECONDARY EDUCATION The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): SE 390.

SEC 390  SECONDARY STUDENT TEACHING AND SEMINAR (12 credit hours) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. PREREQUISITE(S): Open only to students who have applied and been accepted into student teaching. See program advisor.

SEC 399  INDEPENDENT STUDY (1-2 credit hours) PREREQUISITE(S): Permission of program coordinator.