

Teacher Education Program

The academic program offered by the Department of Curriculum and Instruction is essential for achieving the college's mission of developing whole persons through scholarship, participation, and service. It also reflects the heritage of the college and the Church of the Brethren, which includes a dedication to a liberal arts education and values that promote ethical behavior, non-violence and peace, a simple lifestyle, and a dedication to serving others.

The primary focus of the Department of Curriculum and Instruction is on the preparation of education professionals. Teacher education at McPherson College has long been one of the foundational cornerstones on which the institution was established.

Teacher Education Program

The Teacher Education Program at McPherson College is accredited by the Kansas State Department of Education (120 East 10th Street, Topeka, Kansas 66612); and by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Mission Statement

The mission of the Teacher Education Program of McPherson College is to develop service-oriented educators who effectively blend the art and science of teaching.

Goals, Objectives, and Dispositions

Goal I: The candidate has the knowledge bases necessary to be an effective teacher in her/his field.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Acquire a broad liberal arts knowledge base.
2. Demonstrate proficiency in his/her major area of licensure.
3. Acquire effective strategies of teaching in all appropriate content areas and for all learners.
4. Recognize how students learn and develop.

Disposition: Appreciate the connections between various areas of knowledge and commit to continuous learning.

Goal II: The candidate can apply effective teaching strategies to meet the needs of all learners.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.
3. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.
4. Provide motivational techniques based on students' developmental and environmental needs.

Disposition: Value and respect students' varied talents and abilities and project enthusiasm for teaching all learners.

Goal III: The candidate fosters relationships and collaborates with school constituencies. To accomplish this goal, the service-oriented educator will:

Objectives:

1. Communicate effectively in both written and oral formats and through the use of technology
2. Solicit input from students, parents, colleagues, and the greater community.
3. Act on information received from stakeholders.

Disposition: Value the many ways in which people seek to communicate and encourage various modes of communication.

The Teacher Education Program at McPherson College focuses on three major levels of licensure. The following are lists of the levels and the programs.

6-12 Licensure Section

Biology, Chemistry, English, English for Speakers of Other Languages, History and Government, Mathematics, Psychology, High-Incidence Special Education, Speech/Theatre

K-6 Licensure Section

Elementary Education, English for Speakers of Other Languages, High-Incidence Special Education

PK-12 Licensure Section

Art, Health, Music, Physical Education, Spanish

As a student at McPherson College preparing to become a teacher, you will be asked to prove your competency with the guidance of instructors in the Department of Curriculum and Instruction and the content area departments. Course assessments, a portfolio, and interviews are a few of the instruments developed that will help you demonstrate your abilities. McPherson College is currently collecting data on different aspects of student performance. Numerous experiences are provided as observers, aides, tutors, and as participants in student teaching experiences. Those seeking licensure at all levels begin their professional work by the sophomore year and continue with incremental and sequential scheduling of their professional growth.

Admission Procedures

Procedures for admittance into the Teacher Education Program and Student Teaching are outlined in detail in the Advisor/Advisee Handbook or the Policies and Procedures Manual. These Handbooks are available in the Department of Curriculum and Instruction. College advisors also have copies of these handbooks. The handbook is also available online. Students should read the handbook or consult their advisors for a detailed account of admission requirements and procedures.

Admission to the Teacher Education Program

As a general rule, the Teacher Education Board reviews candidates for admittance into the Teacher Education Program two times during an academic year, once each semester. Signs are posted on college buildings and announcements are made in campus communications and classes. Requirements for acceptance into the Teacher Education Program include, but are not exclusive of,

- Minimum of C in G-EN111
- Minimum of C in college level math
- Minimum of C in G-CI150
- Sign of support from Student Life
- A GPA of 2.3 (2.5 for transfer students)
- Successful completion of the C-BASE.

Practica at McPherson College

Research has proven that multiple and varied practical experiences are of utmost importance in an effective teacher education program. For that reason, students in the Teacher Education Program have the requirement of completing a minimum of two practica prior to student teaching. However, most students are encouraged to participate in more than those two. The first practicum occurs early in the student's professional education course sequence. This practicum is primarily an observation/aide situation. The second practicum occurs later in the professional sequence and requires students to take more initiative in the actual classroom responsibilities. In fact, students are required to practice actual instructional activities.

Students are required to do one of the practicum experiences in an urban setting. Arrangements have been made for the first practicum to be completed in Wichita or other ethnically diverse setting. Transfer students or students with extenuating circumstances may choose to complete one of the other sessions in an urban setting. This will further enhance the program and give students a broader understanding of the entire educational enterprise. Students are placed in both grade- and content-appropriate practicum settings. It is the student's responsibility to secure travel arrangements to the practica sites. Any expenses that are incurred are also the responsibility of the student.

All practica must be approved by the Department of Curriculum and Instruction.

Service Component

In keeping with the mission of the college and the Teacher Education Program, future teachers are expected to complete a service component as part of their program. During the student's college career s/he must complete and document 100 hours of service prior to completing the program. Transfer students must complete 25 hours per year.

There are many possibilities for service-oriented activities. Opportunities will occasionally be made available through the Curriculum and Instruction Department. In addition, students are encouraged to seek out experiences that will be self-satisfying. For further explanation or clarification, contact any member of the Teacher Education Undergraduate Council.

Student Teaching at McPherson College

Student teaching is considered the capstone experience in the professional education sequence for future teachers. It is to be done after other professional coursework is completed. In cooperation with a K-12 school system, McPherson College strives to make this experience as beneficial as possible for all parties involved. Student teaching is a complete semester experience. It is offered for variable credit hours depending on the level and the experiential need of the student and the licensure area being sought. Being given the privilege to student teach is not automatic. The Teacher Education Board carefully screens all applicants for their suitability. As a general rule, the Department of Curriculum and Instruction begins the application for the student teaching process two times during an academic year. Deadlines are generally in mid-September and mid-March. Signs are posted on college buildings and announcements are made in campus communications and classes.

The prospective student teacher at McPherson College is expected to have:

- the personality and character traits required of a teacher;
- a strong liberal arts education;
- solid professional skills;
- profitable laboratory experiences with practitioners in the field. Before a student can student teach she/he must have:
- gained full acceptance into the Teacher Education Program;
- secured favorable recommendations from her/his major professor, professor of a language intensive course, one professor in teacher education, Student Life, and two supportive professionals in education;
- achieved a cumulative grade point average of 2.5;
- provided proof of liability insurance;
- signed an Inquiry Form;
- provided an up-to-date health form.

After all forms have been submitted, the student will participate in an interview with the Teacher Education Board. Ultimate decisions concerning student teaching will be made by that Board. A primary indicator of meeting the goals of the Teacher Education Program is the development of a portfolio. McPherson College students planning to become teachers develop portfolios during stages of their professional course work. These portfolios are designed to meet the overall goals of:

1. The candidate has the knowledge bases necessary to be an effective teacher in her/his field.
2. The candidate can apply effective teaching strategies to meet the needs of all learners
3. The candidate fosters relationships and collaborates with school constituencies.

These portfolios include copies of units and lesson plans, reflective journals, other significant evidences of knowledge, application, and collaboration, scores of standardized assessment tools, and other documentation.

In order to defray costs, a student teaching fee will be assessed during that semester.

Student Responsibility

Students are ultimately responsible for following procedures and proper sequencing of events leading to professional development and licensure. It is important for students who plan to enter the Teacher Education Program at McPherson College to contact the chair of the program and/or the appropriate advisor.

Licensure in Kansas

Those seeking licensure in Kansas must pass the Professional Knowledge section of the Principles of Learning and Teaching (PLT) with a score of 160; candidates must also take a test in their particular content area. The passing scores for each content test are listed in the Advisor/Advisee Handbook. Requirements for licensure to teach in the public schools, either elementary or secondary, vary from state to state. Students who plan to certify in a state other than Kansas should, upon enrollment, consult the chair of teacher education or the state in which they plan to teach to make sure that they are enrolled in a program that is appropriate.

In the state of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions.

McPherson College is in compliance with the federal Title II reporting guidelines.

Elementary Education Major

K-6 Licensure

Requirements

Along with the General Education requirements, the following is a suggested sequence; the academic advisor and/or Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101 Introduction to Psychology (3 hours)

G-CI 150 Introduction to Education (3 hours)

SE 210 Introduction to Infants, Children & Youth with Special Needs (3 hours)

Sophomore year:

CI 220 Principles and Strategies of Teaching (3 hours)

G-CI 251 Introduction to Education Practicum (1 hour)
***G-EE 210** Children's Literature (3 hours)
G-CI 333 Intercultural Education (2 hours)
PY 204 Child and Adolescent Development (3 hours)
CI 232 Educational Technology (2 hours)
EE 230 Mathematics Content for Elementary Teachers (3 hours)

Junior Year:

CI 426/PE 426 Methods for Teaching Health in Elem. & Sec. (2 hours)
***CI 455** Teaching-Learning Process (3 hours)
***EE 303** Reading/ Language Arts I (4 hours)
EE 307 Methods for Teaching Math in the Elementary School (2 hours)
EE 306 Methods for Teaching Science in the Elem. School (2 hours)
EE 309 Methods for Teaching Social Studies in the Elem. School (2 hours)
EE 301/ AR 358 Methods for Teaching Art in the Elem. School (2 hours)
EE 304/ MU 370 Methods for Teaching Music in the Elem. School (2 hours)
EE 305/ PE 305 Methods for Teaching Phys Ed in the Elem. School (2 hours)
EE 375 Elementary Ed. Practicum and Seminar (1-4 hours)
EE 444 Reading/Language Arts II (2 hours)

Senior Year:

EE 465 Student Teaching in the Elementary School (6 or 12 hours)
CI 476 Professional Seminar in Education (2 hours)

6-12 Licensure

Requirements

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101 Introduction to Psychology (3 hours)
G-CI 150 Introduction to Education (3 hours)

Sophomore year:

G-CI 333 Intercultural Education (2 hours)
PY 204 Child and Adolescent Development (3 hours)
SE 210 Intro to Infants, Children and Youth with Special Needs (3 hours)
CI 220 Principles and Strategies of Teaching (3 hours)
G-CI 251 Intro to Education Practicum (1 hour)
CI 232 Educational Technology (2 hours)

Junior Year:

***CI 455** Teaching-Learning Process (3 hours)
CI 4xx Secondary Methods for Academic Majors (3 hours)
CI 315 Reading in the Content Field (2 hours)
CI 351 Secondary Education Practicum and Seminar (2 hours)

Senior year:

CI 475 Student Teaching (6 or 12 hours)
CI 476 Professional Seminar in Education (2 hours)

PK-12 Licensure

Requirements

Along with the general education requirements and the academic requirements for the specific content area, the following is a suggested sequence; the academic advisor and Curriculum and Instruction faculty will assist the individual student to develop the optimal sequencing of courses.

Freshman year:

G-PY 101 Introduction to Psychology (3 hours)
G-CI 150 Introduction to Education (3 hours)
SE 210 Intro to Infants, Children & Youth with Special Needs (3 hours)

Sophomore year:

G-CI 333 Intercultural Education (2 hours)
PY 204 Child and Adolescent Development (3 hours)
G-CI 251 Intro to Education Practicum (1 hour)
CI 220 Principles and Strategies of Teaching (3 hours)
CI 232 Educational Technology (2 hours)

Junior Year:

Methods for Teaching Art, Music or PE in Elem. Schools (2-3 hours)
(Those seeking licensure in Spanish take one Methods class (CI 404))
CI 351 Secondary Ed. Practicum and Seminar (1 hour)
EE 375 Elementary Ed. Practicum and Seminar (1 hour)
***CI 455** Teaching-Learning Process (3 hours)
Methods for Teaching Art, Music or PE in Sec. Schools (2-3 hours)
CI 315 Reading in the Content Field (2 hours)

Senior Year:

CI 475 Student Teaching in the Secondary School (6 or 12 hours)
EE 465 Student Teaching in the Elementary School (6 or 12 hours)
CI 476 Professional Seminar in Education (2 hours)

English for Speakers of Other Languages (K-6) Licensure

Requirements

Same professional education requirements as for K-6 license, plus:

EN 230 Linguistics (2 hours)
EN 335 Advanced English Grammar (2 hours)
G-SO 202 Minorities in the U.S. (3 hours)
CI 428 Methods for Teaching ESL in the Elem. and Sec. Schools (3 hours)

English for Speakers of Other Languages (6-12) Licensure

Requirements

Same professional education requirements as for 6-12 licensure in other fields, plus:

EN 230 Linguistics (2 hours)
EN 335 Advanced English Grammar (2 hours)
G-SO 202 Minorities in the U.S. (3 hours)
CI 428 Methods for Teaching ESL in the Elem. and Sec. Schools (3 hours)

Special Education Licensure

Through the joint effort of the Associated Colleges of Central Kansas (ACCK), McPherson College offers an Adaptive Special Education program. Students who participate in this program will graduate with licensure in High Incidence Special Education (intellectual disability, learning disabilities, behavior disorders, and other health impairments) at the K-6 and 6-12 levels.

High Incidence Special Education: Courses Required for all levels:

SPED 310 Foundations for Special Education (4 hours)
SPED 315 General Methods for Special Education Services (4 hours)
SPED 345 Behavioral Management (2 hours)
SPED 499 Capstone Issues (1 hour)

Courses Required for Level K-6:

SPED 321 Grades K-6 Methods for Special Needs (4 hours)
SPED 331 Grades K-6 Field Experience (1 hour)
SPED 431 Grades K-6 Clinical Experience (Student Teaching) (6 hours)
(OR)
***SPED 433** Grades K-6 Internship (4-6 hours)
**Those already holding special education licensure*

Courses required for Level 6-12:

SPED 361 Grades 6-12 Methods for Special Needs (4 hours)

SPED 371 Grades 6-12 Field Experience (1 hour)
SPED 471 Grades 6-12 Clinical Experience (Student Teaching) (6 hours)
(OR)
* **SPED 473** Grades 6-12 Internship (4-6 hours)
* Those already holding special education licensure

Optional:

SPED 220 Field Experience in Services for Student with Special Needs (1 hour)
SPED 320 Beginning American Sign Language (2 hours)
SPED 322 Intermediate American Sign Language (2 hours)
SPED 678 Topics in Special Education (1 hour)

Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

CI 101 (SPED 320) Beginning American Sign Language

2 hours

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

CI 105 Social Studies Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

CI106 Mathematics Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

G-CI 150 Introduction to Education

3 hours

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher. (Fall and Spring)

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing. (Spring)

CI 220 Principles and Strategies of Teaching

3 hours

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities. (Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

CI 232 Educational Technology

2 hours

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

G-CI 251 Introduction to Education Practicum

1 hour

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

CI 315 Reading in the Content Field

2 hours

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

CI 401/AR 401 Methods for Teaching Art in the Secondary School

2 hours

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School

3 hours

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School

3 hours

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School

3 hours

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School

3 hours

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School

3 hours

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School

2 hours

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School

3 hours

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

CI 451 Methods for Teaching General Music in the Elementary School

3 hours

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

CI 453 Methods for Teaching Vocal Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

CI 454 Methods for Teaching Instrumental Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

CI 475 Student Teaching in the Secondary School

6 or 12 hours

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

CI 476 Professional Seminar in Education

2 hours

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

CI 495/295 Field Experiences in Education

1-4 hours

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

G-EE 210 Children's Literature

3 hours (Language Intensive)

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

EE 230 Mathematics Content for Elementary Teachers

3 hours

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

EE 301/AR 358 Methods for Teaching Art in the Elementary School

2 or 4 hours

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

EE 304 Methods for Teaching Music in the Elementary School

2 hours

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School

2 hours

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

EE 306 Methods for Teaching Science in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

EE 309 Methods for Teaching Social Studies in the Elementary School

2 hours

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

EE 375 Elementary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

EE 444 Reading/Language Arts II

2 hours

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

SE 210 Introduction to Infants, Children, and Youth with Special Needs

3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

SPED 310 Foundations for Special Education Services

4 hours

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

SPED 315: General Methods for Special Education Services

4 hours

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

SPED 321 Grades K-6 Methods for Special Needs

4 hours

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 331 Grades K-6 Field Experience

1 hour

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 341 Grades PreK-3 Methods

4 hours

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

SPED 345 Behavior Management

2 hours

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

SPED 351 Grades PreK-3 Field Experience

1 hour

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 371 Grades 6-12 Field Experience

1 hour

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 381 Grades 4-12 Methods

4 hours

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SPED 391 Grades 4-12 Field Experience

1 hour

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to

work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

SPED 431 Grades K-6 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 433 Grades K-6 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 451 Grades PreK-12 Clinical Experience

5 hours

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 453 Grades PreK-12 Internship

5 hours

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 471 Grades 6-12 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 499 Capstone Issues

1 hour

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACCK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

SPED 349 Communication Development and Communication Disorders

3 hours

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

SPED 380/678 Topics in Special Education:

1 hour

This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

Individualized Courses Available

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)