

# Cannon-Clary College of Education

DEAN: Lewis “Tony” Finley, Ed.D.

## DISTINGUISHED PROFESSOR:

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## PROFESSORS:

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Jessica Moore, D.A.

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Keith Schramm, Ph.D.

The mission of the College of Education is to prepare teachers who are scholarly, nurturing and self-directed facilitators of student learning.

The basic beliefs of the program are summarized as follows:

1. Candidates must earn at least a baccalaureate degree with studies in the liberal arts, their field of specialization, and professional education.
2. Candidates must develop a commitment to professional preparation and achievement.
3. Candidates must enter their professional careers as qualified, competent practitioners and as responsible members of the community.
4. Candidates must prize individual and cultural differences and promote the development of moral values.

## PROGRAM OVERVIEW

**Administration:** The dean of the College of Education is the chief administrator and certification officer of the College of Education. The Administrative Council for Teacher Education (ACTE), comprising both faculty and students, formulates policies and coordinates aspects of the Teacher Education Program and is chaired by the dean of the College of Education. The Committee on Admission and Retention to Teacher Education (CARTE) recommends criteria in this area, applies the policies adopted by ACTE and is co-chaired by the co-directors of the Teacher Education Program.

**Undergraduate:** The College of Education offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education degrees.

Teaching areas are available in early childhood education, middle-childhood/early adolescence education and secondary areas of licensure. A program of studies leading to a special education endorsement may be added to any level. A student may add an early childhood special education endorsement (ages 0-8) or a middle/secondary special education endorsement (grades 4-12). Secondary content areas include licensure in art, life science/earth science, physical science/earth science, English/language arts, French, kinesiology/ health/coaching, mathematics, music education, social science, Spanish, drama/speech, and family and consumer sciences. Students may add endorsements to each level by meeting Arkansas licensure requirements in Teaching English as a Second Language (TESL), special education, or coaching.

**Arkansas Teacher Licensure:** Students completing the Teacher Education Program (which includes, but is not limited to successfully meeting competencies for novice teachers, field experiences, student teaching, Arkansas cut-scores on appropriate Praxis assessments, and degree conferred) in early childhood, middle childhood/early adolescence education or secondary education will be recommended for initial Arkansas Licensure for one to three years. During this induction time the teacher will be mentored by in-school mentors and evaluated by an ETS Praxis III assessor. Upon successful completion of an evaluation, the candidate will be eligible for a standard five-year Arkansas teaching license in their field. These candidates must take MATH 151 and EDFD 203 in the General Education Program.

**Graduate Studies:** The College of Education offers the Education Specialist, Master of Arts in Teaching, Master of Education, the Master of Science, or Master of Science in Education degrees with majors in elementary education, district and building level educational leadership, reading, secondary education, early childhood education, early childhood special education, secondary/middle level special education, and school counseling. Please confer with the chair of graduate studies for current offerings. The University is extending educational opportunities beyond the Searcy campus. Enrollment, advisement, and degree

program information are provided by the Searcy campus. For information concerning endorsements and licensure in educational leadership, including building level and district level, TESL, gifted and talented education, reading, and courses through distance learning, contact Pat Bashaw, chair of graduate studies, Box 12261, Harding University, Searcy, AR 72149-0001. Or e-mail [pbashaw@harding.edu](mailto:pbashaw@harding.edu).

**Accreditation:** The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, programs leading to licensure are approved by NCATE and the Arkansas Department of Education.

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

All students seeking licensure must apply for and be admitted to the Teacher Education Program. Criteria for admission to and retention in the Teacher Education Program include emotional stability; ability to communicate effectively through speaking and writing; personal, social, moral, and ethical fitness; general intellectual ability; and pre-teaching field experiences.

To be admitted to the Teacher Education Program, a student must:

1. Be enrolled at Harding University.
2. File a formal application for admission into the program with the chair of teacher education. Transfer students who plan to teach should make application for admission to the Teacher Education Program if they have completed 45 semester hours of required work. Admission to the Teacher Education Program is a prerequisite for admission to all required professional education courses except EDFD 202, 203, 311 and SPED 303.

The following deadlines apply to applications for the Teacher Education Program:

Fall semester .....	August 1*
Spring semester .....	November 1
Summer semester .....	April 1

\*Students planning to enroll for the first time in education courses (except EDFD 202, 203, 311 and SPED 303) for the fall semester should apply for admission to the Teacher Education Program in

Thornton Education Center 130 during the previous spring semester.

3. Submit a curriculum plan showing a program of study approved by the academic adviser to the chair of Teacher Education in the student's field in Thornton Education Center 130.
4. Have at least a 2.5 GPA at the time of admission and complete the Praxis I with scores at or above the following: Reading, 172; Writing, 173; Mathematics, 171.
5. Demonstrate proficiency in English by completing ENG 113 and 211 with a minimum grade of "C."
6. Demonstrate proficiency in oral communication by completing COMO 101 with a minimum grade of "C."
7. Demonstrate proficiency in mathematics by completing MATH 151 with a minimum grade of "C." **MATH 200 will not meet this requirement.**
8. Complete EDFD 202 and 203 with a minimum grade of "C."
9. Be free of mental or physical conditions inimical to effective teaching.
10. Meet acceptable standards of adjustment in the areas of personal, social, moral, and ethical behavior. Letters of recommendation from University personnel are used, and special interviews may be required to make evaluations in these areas. In addition, information obtained from the instructors of EDFD 202, the dean of students and the University faculty will be used.
11. Have a recommendation form completed by the chair or the chair's designee of the student's appropriate major academic area and two faculty members from whom courses have been or are being taken.

ACTE may impose further standards not specified in this catalog or change present standards as the need arises in order to conform to the standards of NCATE and the regulations of the Arkansas Department of Education for teacher licensure. Such changes become a part of the Teacher Education Program requirements at the time specified by the council or Arkansas Department of Education (ADE).

## TO BE RETAINED IN THE TEACHER EDUCATION PROGRAM

Continuation in the Teacher Education Program is predicated upon maintaining the requirements for initial admission to the program. Failure to maintain these requirements will result in probation or suspension from the Teacher Education Program.

At the end of each semester, the names of students applying for admission into the teacher education program and the names of those already admitted will be sent to the dean of students requesting that the office note those, if any, whose behaviors required administrative action. In addition, the chair of teacher education will monitor students' overall GPA and GPA in their majors to ensure continued compliance with a minimum GPA of 2.5 in each.

If a student's end-of-the-semester GPA falls below the required 2.5, the student will be dropped from the program and must re-apply for admission.

If there is an indication of inappropriate behavior, questionable personal characteristic or concern, the CARTE committee will determine what action, if any, should be taken. Choice of actions may include one of the following:

1. Monitor specific behaviors or accomplishments.
2. Arrange an interview with a committee composed of representatives from CARTE, one student, one faculty member from the student's academic major and one faculty member from the College of Education.
3. Place student on probation with specific expected behavior, course of study, minimum GPA required, or other action to be completed in order to continue in teacher education.
4. Drop student from the teacher education program. This would also result in the student being unable to complete the student-teaching semester.

## TEACHER EDUCATION APPEALS PROCESS

1. The Admission and Retention Committee will notify in writing the decision regarding a student's admission, terms of probation for admission, or suspension from the Teacher Education Program or the student teaching semester.
2. Notice of probation or suspension may be

- appealed in writing within 24 hours to the chair of the Administrative Council for Teacher Education, or the student forfeits that right. Also, a student who fails to appear within 15 minutes of the arranged time and place of the appeals meeting will forfeit the right of appeal.
3. The chair of the Administrative Council for Teacher Education shall schedule a time and place for the appeals meeting with the student and members of the committee. The appeals meeting should take place as soon as possible, but not sooner than 24 hours after the appeal is made. A quorum shall consist of one-half plus one of the members of the committee. In every way, the appeal shall be conducted in a fair, orderly and reasonable manner.
  4. The chair of the Administrative Council for Teacher Education shall conduct the meeting and shall vote only in case of ties.
  5. A student who appeals shall be required to affirm the truth of his or her testimony.
  6. A student is permitted a maximum of two witnesses. Witnesses shall be required to affirm the truth of their testimony. The committee may also call two witnesses.
  7. The appeal shall be recorded. Students and witnesses will affirm that they understand that the session will be recorded.
  8. Both parties shall have reasonable opportunity for questioning of witnesses.
  9. Presentation of the appeal shall be as follows:
    - a. The nature of the probation or suspension will be presented by the chair of the Admission and Retention Committee.
    - b. The student states his or her reasons for making the appeal.
    - c. Both student and chair may be questioned by the committee.
    - d. After all questions have been asked, both student and chair will give brief closing remarks.
  10. The meeting will be open to the appealing party, witnesses with relevant information to present, and members of the Administrative Council for Teacher Education. Neither legal counsel, guardian, nor parents of the student making the appeal shall be permitted to appear before this committee.

11. Following the appeal, the Administrative Council for Teacher Education will meet in closed session. The committee will inform the student of its decision in writing. This decision shall be final.

### **ADMISSION TO THE SUPERVISED TEACHING SEMESTER**

Admission to the Teacher Education Program does not guarantee retention.

At least one semester before the supervised teaching semester, request for admission to supervised teaching must be made by filing the required application forms with the chair of teacher education. The following deadlines apply: For supervised teaching during a fall semester, applications must be submitted by March 1. For supervised teaching during a spring semester, applications must be submitted by October 1. If the student does not student teach the semester of application, the student must reapply for student teaching.

Applicants for the supervised teaching semester in Early Childhood Education must complete EDFD 202\*, 203, 311\*; SPED 303; ELED 314, 408, 410, 411, 412, 413, 420; BIOL 408, ENG 350, MATH 240, SPED 414, and 4 courses selected from ART 211, COMD 214, FCS 351, GEOG 302 or 303, MUS 316, and KINS 330 (for Early Childhood Education) or HED 203 (for MCEA), prior to the supervised teaching semester.

Applicants for the supervised teaching semester in Middle Childhood/Early Adolescence Education must complete EDFD 202\*, 203, 311\*; SPED 303; ELED 314, 408, 412, 413, 420; BIOL 408, ENG 350, MATH 240, SEED 416 and 2 courses from ART 211, GEOG 302 or 303, HED 203 and MUS 316 prior to the supervised student teaching semester.

Middle Childhood/Early Adolescence Education majors in integrated mathematics/science must also have completed all math and science content courses. The integrated language arts/social science MCEA majors must have completed all language arts/social science content courses prior to their student teaching semester.

Applicants for the supervised teaching semester in Secondary Education, except for family and consumer sciences majors, must complete EDFD 202\*, 203,

311\*; SEED 314; and one course from SEED 419-430. (Special methods courses are offered only once a year.) Students in family and consumer sciences must complete EDFD 202\*, 311\*; SEED 314\*, 424; and FCS 322 or 323. Students must also complete their content major and the minimum Arkansas licensure requirements in the subject-matter area in which supervised teaching is to be done.

\*EDFD 202 *should be* and EDFD 311 *must be* taken at Harding University.

To be admitted to and to complete the supervised teaching semester, students must:

1. Be admitted to the Teacher Education Program.
2. File a formal application for admission in the Teacher Education Office, Thornton Education Center 130, before the listed deadlines.
3. Have approval of the adviser in their major.
4. File in the office of the chair of undergraduate teacher education a curriculum plan showing a program of study which has the approval of both their major and professional advisors.
5. Complete all catalogued prerequisites to the supervised teaching semester.
6. Complete Arkansas licensure and College of Education requirements in their academic major. Family and consumer sciences majors must have 32 hours of the family and consumer sciences requirements completed.
7. Have at least a 2.5 GPA.
8. Have at least a 2.5 GPA in the major and additional licensure area. For the early childhood (P-4), middle childhood/early adolescence (4-8) and secondary education (P-12 or 7-12) majors, have at least a 2.5 GPA in the professional, content and specialization courses required for the major.
9. Have a minimum grade of “C” in each required professional education course, including all field experiences.
10. File a request for degree with the registrar.
11. It is highly recommended that PRAXIS II exams be taken before student teaching.\*

\*PLT after completing EDFD 311; specialty area exams of content coursework should be completed prior to student teaching in that area.

## SUPERVISED TEACHING SEMESTER

During the supervised teaching semester, early childhood majors must enroll in SPED 419 and ELED 441. Middle Childhood education majors must enroll in ELED 442 and SPED 419. Special education (mildly disabled) endorsements will require enrollment in SPED 419 and 481. Secondary education majors must enroll in SEED 417, 419-431, 451 or 461, 480; and SPED 418. Special Methods for Secondary Teachers, SEED 419-431, must be taken prior to or concurrent with the supervised teaching semester. These are only offered once during a calendar year. Courses required in the supervised teaching semester must be taken in residence at Harding unless otherwise approved by the dean of the College of Education. Candidate must make a “C” or better in the above professional education courses and field experiences courses.

The maximum credit that can be earned during the supervised teaching semester is 16 hours.

## LICENSURE EXAMINATIONS

All candidates in the Teacher Education Program must take the Praxis II Principles of Learning and Teaching and the appropriate Specialty Area Tests. English, Life/Earth Science, Math, Physical/Earth Science and Spanish are NOT required to take the Praxis II Principles of Learning and Teaching due to the fact that these areas require a Pedagogy exam. By action of the Arkansas General Assembly, appropriate Praxis I scores and Praxis II scores must be submitted to the Arkansas Department of Education in each area for which licensure is sought. The Arkansas Department of Education has set minimum scores that must be achieved on the various sections of the Praxis I and Praxis II in order for candidates to obtain licensure in Arkansas. Individual students’ score reports must be on file in the Office of Institutional Testing and Research. Praxis III assessment will be after the first year of employment in a teaching position.

**BACHELOR OF ARTS DEGREE  
EARLY CHILDHOOD P-4 (ECED)**

**MAJORS**

<b>REQUIREMENTS</b>	<b>HOURS</b>
<b>Liberal Arts:</b> ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 111 or 113; PHS 111 or 116; MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); Bible (8 hours of textual Bible including one 2-hour Old Testament course).	51
<b>Major:</b> EDFD 202; 203; (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program.) ENG 350; MUS 316; ART 211; MATH 240; KINS 330; EDFD 311; SPED 303; COMD 214; FCS 351. To be taken after admittance to the Teacher Education Program: ELED 314, 408, 410, 411, 412, 413, 420; BIOL 408; SPED 414. Supervised teaching semester: ELED 441 and SPED 419. Bible is not required during the supervised teaching semester.	72
<b>Electives</b>	5
<b>TOTAL HOURS</b>	<b>128</b>

**MIDDLE CHILDHOOD/EARLY ADOLESCENCE  
MATH/SCIENCE MAJORS 4-8 (MLMS)**

<b>REQUIREMENTS</b>	<b>HOURS</b>
<b>Liberal Arts:</b> ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 111 and 113 (both required for Middle Level Math and Science - 3 hours counted for major); PHS 111 and 116 (both required for Middle Level Math and Science - 3 hours counted for major); MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); BIBLE (8 hours of textual Bible including one 2-hour Old Testament course).	51
<b>Major:</b> EDFD 202; EDFD 203 (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program.); BIOL 111 and 113 (both required for Middle Level Math and Science - 3 hours counted for liberal arts); PHS 111 and 116 (both required for Middle Level Math and Science - 3 hours counted for liberal arts); ENG 350; MUS 316; ART 211; MATH 240, 270, 290; HED 203; EDFD 311; SPED 303. To be taken after admittance to the Teacher Education Program: ELED 314, 408, 412, 413, 420; BIOL 408; SEED 416. Supervised teaching semester: ELED 442; SPED 419.	73
<b>Electives</b>	4
<b>TOTAL HOURS</b>	<b>128</b>

**MIDDLE CHILDHOOD/EARLY ADOLESCENCE  
ENGLISH/LANGUAGE ARTS/SOCIAL SCIENCE  
MAJORS 4-8 (MLES)**

**REQUIREMENTS** **HOURS**  
**Liberal Arts:** 51

ART 101; MUS 101; KINS 101; One KINS activity; GEOG 302 or 303; HIST 101 or 102, 110 or 111; POLS 205; BIOL 111 or 113; PHS 111 or 116; MATH 151; COMO 101; ENG 113, 211, and 201 or 202; One 3-hour Global Literacy course; EDFD 203 (required in place of PSY 201, is counted below in the hours required for the major); BIBLE (8 hours of textual Bible including one 2-hour Old Testament course).

**Major:** 73  
EDFD 202, 203 (EDFD 202 and 203 must be taken before admittance to the Teacher Education Program); ENG 350; MUS 316; ART 211; MATH 240; HED 203; EDFD 311; SPED 303; ANTH 250. To be taken after admittance to the Teacher Education Program: ELED 314, 408, 412, 413, 420; BIOL 408; ENG 420; SEED 416; TESL 433; a 3-hour elective (Social Science or English). Student Teaching: ELED 442; SPED 419.

**Electives** 4  
**TOTAL HOURS** 128

**EARLY CHILDHOOD/SPECIAL  
EDUCATION ENDORSEMENT**

Students seeking special education endorsement for early childhood education (age 0-9) must take 18 hours of the following: SPED 400, 407, 408, 409, 415, 481.

**MIDDLE LEVEL/SECONDARY SPECIAL  
EDUCATION ENDORSEMENT**

Students seeking special education endorsement for middle level or secondary education (grades 4-12) must take 21 hours of the following: COMD 250, SPED 400, 407, 408, 409, 415, 481.

**SECONDARY EDUCATION  
ADOLESCENCE/YOUNG ADULT (SEDU)  
(grades 7-12)**

Students seeking licensure to teach in secondary schools must major in a secondary teaching area. Areas of licensure for secondary (grade 7-12) and P-12 (age 3-grade 12) include the following: art (P-12); drama/speech (7-12); English/language arts (7-12); family and consumer science (7-12); foreign language (Spanish and French), (7-12); kinesiology/ health/coaching (P-12); life science/earth science (7-12); mathematics (7-12); music (vocal or instrumental), (P-12); physical science/earth science (7-12); social studies (7-12); special education endorsement (4-12). Most majors require a minor. The program must include EDFD 202, 203, 311; SEED 314, 417, one course from 419-431, 451 (7-12) or 461 (P-12), 480; SPED 418, 3 additional hours from global literacy (GEOG 302/303 is recommended); and 6 hours of physical education, including HED 203 and 3 hours of physical education activity. Students seeking initial and additional licensure must meet current Arkansas licensure and College of Education requirements in that teaching field as announced by ADE.

**EDUCATION FOUNDATIONS (EDFD)**

**202. THE TEACHING PROFESSION AND TECHNOLOGY - FIELD EXPERIENCE I.** (3) Fall, Spring. An introductory course for the profession of teaching. The course is designed to assist students make career decisions in education and to develop technology skills for the 21st century classroom. Requires 16 hours of field and clinical experience. Introduction of the Pathwise model is introduced through frameworks of teaching with inclusion of the four Pathwise domains in all courses to follow. (Replaces EDFD 201, Spring 2000). Fee: See course fee schedule.

**203. CHILD AND ADOLESCENT DEVELOPMENT.** (3) Fall, Spring, Summer. The physical, cognitive, and emotional development of children from conception through adolescence. Child and adolescent development as related to the school setting. Cannot be taken by correspondence. Students must complete 15 hours of observation and an application for admission to the Teacher Education Program. Fee: See course fee schedule.

**311. PRINCIPLES OF LEARNING AND TEACHING.** (4) Fall, Spring, Summer. Comprehensive in nature, this course examines stage development, educational psychology, learning, intelligence, and motivational theories. Building upon this theoretical base and integrating technological expertise, this course provides constructivist experiences in effective teaching models, instructional strategies, and

school law and inclusion of the Pathwise model domains within the context of diverse student populations. In addition, 15 hours of field experiences provide students opportunity for integrating specific cases with classroom materials. This course offers a framework for initial classroom experiences and structure to assist the experienced teacher. EDFD 311 must be completed in residence at Harding and cannot be taken by correspondence. Prerequisites: EDFD 202, 203.

**320. EDUCATIONAL TECHNOLOGY.** (1) Offered on sufficient demand. Technical problems related to audio-visual equipment. The value and importance of media to learning. Technology use in actual teaching situations. Laboratory periods to be arranged. Fee: See course fee schedule.

**367. COOPERATIVE EDUCATION.** (1-6) Offered on demand. See Cooperative Education catalog section.

**450. STUDIES IN EDUCATION.** (1-3) Specialized study in a particular field. May be taken for a maximum of 6 hours.

## **EARLY CHILDHOOD (P-4) AND MIDDLE CHILDHOOD/EARLY ADOLESCENCE (4-8) (ELED)**

**314. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II.** (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment, and frameworks of teaching are major components of this course. It is recommended that this course be taken the semester immediately prior to student teaching. Prerequisites: Admission to the Teacher Education Program and completion of EDFD 311 or consent of dean. Fee: See course fee schedule.

**381. EARLY CHILDHOOD PRACTICUM.** (3) Fall, Spring, Summer. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified, Pathwise-trained cooperating teacher. Available to students who need an early childhood experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311; ELED 410, 411, 420, 15 hours from ART 211, BIOL 408, ELED 408, ENG 350, GEOG 302 or 303, MATH 240, MUS 316, KIN 330, and junior standing. Fee: See course fee schedule.

**383. EARLY CHILDHOOD PRACTICUM.** (6) Fall, Spring. Same as 381 except 200 hours are spent teaching preschool children. Must be taken by students who have completed or will complete ELED 442 in grade 4 or higher. Prerequisites: Same as 381. Fee: See course fee schedule.

**408. INTEGRATING MATHEMATICS AND SCIENCE FOR THE P-8 TEACHER.** (1) Fall, Spring. A laboratory designed to assist P-8 teachers in creating successful learning environments for students, promote professional growth for teachers involving mathematics and science content and instructional strategies, and provide instruction in the use of appropriate mathematics and manipulatives, calculators,

science equipment, and technology in the P-8 classroom. Prerequisites: MATH 151, 240 and admission to the Teacher Education Program. Corequisite: BIOL 408. Fee: See course fee schedule.

**410. HISTORY AND DEVELOPMENT OF EARLY CHILDHOOD.** (3) Fall, Spring, Summer. A study of the major educational philosophers and their contributions to developmental theories and program models which form the foundation for appropriate practices in early childhood education, P-4. An emphasis on the importance of play as well as inclusion of diversity and multiculturalism will be embedded in the course. Observation hours are required. Prerequisite: Admission to the Teacher Education Program.

**411. EARLY CHILDHOOD CURRICULUM DESIGN AND ASSESSMENT.** (3) Fall, Spring, Summer. A study of the early childhood curriculum and its alignment with state frameworks, educational theories and national guidelines. Methods and materials for designing developmentally appropriate learning opportunities, differentiating instruction, and assessing learning in the various areas of early childhood curriculum will be modeled. The importance of play, the uses of technology, and the inclusion of multicultural considerations will be embedded in the course. Prerequisites: Admission to the Teacher Education Program and ELED 410.

**412. EMERGENT LITERACY.** (3) Fall, Spring, Summer. Teaching integrated language arts in the P-8 grades with an emphasis on understanding the nature of reading and writing, phonics, and literature-based instruction. Prerequisite: Admission to the Teacher Education Program.

**413. LANGUAGE ARTS AND LITERACY.** (3) Fall, Spring, Summer. Teaching integrated reading and writing in the upper P-8 grades with emphasis on teaching reading in the content areas, including study skills, teaching strategies, assessment procedures, and remediation techniques. Prerequisites: ELED 412 and admission to the Teacher Education Program.

**420. INTERDISCIPLINARY APPROACH TO TEACHING ARKANSAS HISTORY.** (3) Fall, Spring, Summer. P-8 education majors to develop an appropriate social studies curriculum for diverse cultures, select teaching strategies that facilitate learning and encourage critical thinking skills, and integrate social studies into the total curriculum. Arkansas history and economics are embedded in this course. Students organize units of instruction, prepare lesson plans and projects, and present their work to the class. Prerequisite: Admission to the Teacher Education Program and EDFD 311.

**441. SUPERVISED TEACHING — EARLY CHILDHOOD (Grades PK-4).** (6-12) Fall, Spring. A semester of teaching in an early childhood classroom under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites: EDFD 202, 203, 311; ELED 314, 408, 412, 413, 420; BIOL 408; 15 hours from ART 211; ENG 350; GEOG 302 or 303; MATH 151, 240; MUS 316; KINS 330; and admission to the supervised teaching semester. Transfer

students who took EDFD 202, 203, or 311 elsewhere may be requested to do additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit that can be earned during the supervised teaching semester is normally 15 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester are accepted only upon approval of the dean. Fee: See course fee schedule.

**442. SUPERVISED TEACHING — MIDDLE CHILDHOOD/EARLY ADOLESCENCE (Grades 4-8).** (6-12) Fall, Spring. A semester of teaching in a 4-8 classroom under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites and requirements: Same as ELED 441, except HED 203 instead of KINS 330 and needs SEED 416. Fee: See course fee schedule.

**482. MIDDLE CHILDHOOD/EARLY ADOLESCENCE PRACTICUM.** (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a classroom situation under the supervision of a qualified, Pathwise-trained cooperating teacher. Available to students who need a middle school field experience for licensure. May be repeated. Prerequisites: EDFD 202, 203, 311; ELED 420, SEED 416, 15 hours from ART 211, BIOL 408, ELED 408, ENG 350, GEOG 302 or 303, MATH 240, MUS 316, and junior standing. Fee: See course fee schedule.

### READING (RDNG)

Courses listed in this section are designed for the ADVANCE program.

**110. EFFECTIVE COLLEGE READING.** (2) Practice and instruction in the basic skills of reading. Corequisite: Reading Lab 112 for one hour credit.

**111. CRITICAL READING AND REASONING.** (2) Advanced practice and instruction in the basic skills of reading. Corequisite: Reading Lab 113 for one hour credit.

**READING LAB 112.** (1) This lab must be taken concurrently with RDNG 110. May be repeated without enrolling in RDNG 110.

**READING LAB 113.** (1) This lab must be taken concurrently with RDNG 111. May be repeated without enrolling in RDNG 111.

### SECONDARY EDUCATION (SEED)

**314. CLASSROOM MANAGEMENT AND ASSESSMENT - FIELD EXPERIENCE II.** (3) Fall, Spring. Forty clock hours of field and clinical experiences along with two hours of classroom experience per week are required. Classroom management, assessment and frameworks of teaching are major components of this course. It is recommended that this course be taken the semester immediate-

ly prior to student teaching. Prerequisites: Admission to the Teacher Education Program and completion of EDFD 311 or consent of dean. Fee: See course fee schedule.

**416. THE MIDDLE SCHOOL.** (3) Fall, Summer. Methods and materials of teaching in the middle school. Organization and development of the middle school curriculum. Exploration of future trends in the subject-field content through discussion, problem solving, and projects. Prerequisite: Admission to the Teacher Education Program.

**417. CLASSROOM ASSESSMENT.** (2) Fall, Spring. Problems of evaluation. Grading systems. Construction and evaluation of tests. Uses and interpretation of test results. Prerequisites: Same as for SEED 451/461. Should be taken during the supervised teaching semester; exceptions must be approved by the dean. Prerequisite: Admission to the Teacher Education Program.

### 419-430. SECONDARY METHODS COURSES (SEED)

Courses numbered 419-430 deal with the curriculum and methods of teaching secondary school subjects. A general or special methods course is either a prerequisite or a corequisite to the supervised teaching semester. Prerequisite: Admission to the Teacher Education Program and EDFD 311.

**419. TEACHING MODERN FOREIGN LANGUAGE.** (3) Fall. Methods and materials of teaching a foreign language in the secondary school. Fee: See course fee schedule.

**420. TEACHING ART.** (3) Spring. Methods and materials of teaching art in the secondary school. Fee: See course fee schedule.



**423. TEACHING ENGLISH.** (3) Spring. Methods and materials of teaching English in the secondary school. Fee: See course fee schedule.

**424. TEACHING VOCATIONAL FAMILY AND CONSUMER SCIENCES.** (3) Spring. Methods and materials of teaching vocational and occupational family and consumer sciences in the middle and secondary school. Collection and organization of teaching materials, evaluation, teaching aids, equipment, and management of the department. Fee: See course fee schedule.

**425. TEACHING MATHEMATICS.** (3) Spring. Methods and materials of teaching mathematics in the secondary school. Fee: See course fee schedule.

**426. TEACHING MUSIC.** (3) Spring. Knowledge and understanding of music assessment, curricula, scheduling, motivation, discipline, budgeting, administrative skills, and the development of a philosophic basis for teaching music in secondary schools. Fee: See course fee schedule.

**427. TEACHING KINESIOLOGY.** (3) Spring. Methods and materials of teaching physical education in secondary schools and the organization of physical education programs. Fee: See course fee schedule.

**428. TEACHING SCIENCE.** (3) Fall. Methods and materials of teaching science in the secondary school. Fee: See course fee schedule.

**429. TEACHING SOCIAL SCIENCE.** (3) Spring. Methods and materials of teaching social science in the secondary school. Fee: See course fee schedule.

**430. TEACHING SPEECH.** (3) Offered upon sufficient demand. Methods and materials of teaching speech at the secondary level. Speech fundamentals, public speaking, discussion, debate, interpretation, radio, and drama. Fee: See course fee schedule.

**431. INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT.** (3) Contact the dean of the College of Education. Methods of teaching and managing secondary classes. Fee: See course fee schedule.

**451. SUPERVISED TEACHING: SECONDARY (7-12).** (8) Fall, Spring. Twelve weeks of teaching in a secondary school under the supervision of a qualified, Pathwise-trained cooperating teacher. Prerequisites: EDFD 202, 203, 311, one course from 419-431, and admission to the supervised teaching semester. SEED 419-431 may be taken concurrently. Transfer students who took EDFD 311 elsewhere may be required to complete additional laboratory work in courses taken in residence here. Application to the supervised teaching semester must be filed with the director of field experiences prior to the semester in which supervised teaching is to be done. The maximum credit which can be earned during the supervised teaching semester is normally 17 hours, but the dean may permit 18 hours when circumstances justify. Credit by transfer for courses required in the supervised teaching semester will be accepted only upon approval of the dean. Fee: See course fee schedule.

**461. SUPERVISED TEACHING P-12.** (8) Fall, Spring. All students seeking licensure in art, kinesiology or music must take SEED 461. Course description is the same as 451. Fee: See course fee schedule.

**480. THE PROFESSIONAL EDUCATOR-SECONDARY.** (1) Fall, Spring. Meets throughout the supervised teaching semester. Opportunities for relating content in classroom management, instructional strategies, cross-cultural experiences, diagnosing and remediating learning problems, and including children with exceptionalities to actual experience. Required of all student teachers during supervised teaching semester.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a regular high school situation under the supervision of a qualified Pathwise-trained cooperating teacher. Available only to students who need more than the normal 12 weeks of teaching. May be repeated as needed. Prerequisite: Admission to the supervised teaching semester. Fee: See course fee schedule.

## SPECIAL EDUCATION (SPED)

**303. TEACHING THE CHILD WITH EXCEPTIONALITIES.** (3) Fall, Spring. Children considered to be exceptional, in reference to educational and psychological needs, with discussion of all phases and concepts of exceptionalities.

**314. CLASSROOM MANAGEMENT AND ASSESSMENT – FIELD EXPERIENCE II.** (3) Fall, Spring. Forty clock hours of field and clinical experiences along with 2 hours of classroom experience per week are required. Classroom management, assessment and frameworks of teaching are major components of this course. It is recommended that this course be taken the semester immediately prior to student teaching. Prerequisites: Admission to the Teacher Education Program and completion of EDFD 311 or consent of dean. Fee: See course fee schedule.

**400. ASSESSMENT OF THE CHILD WITH EXCEPTIONALITIES.** (3) Spring. Procedures for assessing children who are exceptional, with emphasis on the interpretation and application in the educational process. Prerequisite: Admission to the Teacher Education Program.

**407. BEHAVIORAL MANAGEMENT.** (3) Fall, Summer. Behavior modification and classroom management techniques. Student evaluation and diagnosis. Construction and interpretation of test results. Prerequisite: Admission to the Teacher Education Program, except for speech pathology majors.

**408. NATURE AND NEEDS OF THE CHILD WITH EXCEPTIONALITIES.** (3) Fall. Problems encountered by children with learning problems. Educational, social, and psychological development needs. Prerequisite: Admission to the Teacher Education Program.

**409. EDUCATIONAL PROCEDURES FOR CHILDREN WITH EXCEPTIONALITIES.** (3) Fall, Spring, Summer. This course is designed to prepare the professional educator to effectively teach the range of students found in the typical classroom. The educator learns about the IFSP and IEP and the role of the regular and special educator as they form a collaborative team. The World Wide Web and other technology resources are important areas stressed. Inclusive strategies for adapting standard instruction to meet the learning needs of all students in a general education classroom are learned. Prerequisite: Admission to the Teacher Education Program.

**414. FAMILY, SCHOOL AND COMMUNITY: A CULTURAL PERSPECTIVE.** (3) Fall, Spring, Summer. This course is designed to prepare teaching candidates to value and understand the complex, diverse characteristics existing among children's families, their schools and their communities. Opportunities for creating respectful, reciprocal relationships which will involve supporting families in their children's development and learning will be modeled. Prerequisite: Admission to the Teacher Education Program.

**415. ISSUES IN HUMAN DEVELOPMENT.** (3) Fall, Spring, Summer. An advanced study of current issues, especially those pertaining to disabilities, in human development — birth through adolescence. Emphasis will be on the implications of these disabilities on a child's education. Prerequisite: EDFD 203 and admission to the Teacher Education Program.

**418. EDUCATING THE CHILD WITH EXCEPTIONALITIES – SECONDARY.** (2) Fall, Spring. The nature and needs of and procedures for including the child with exceptionalities in the regular secondary classroom. Required of secondary education teachers during supervised teaching. Prerequisite: Admission to the supervised teaching semester.

**419. THE PROFESSIONAL EDUCATOR – EARLY CHILDHOOD/MIDDLE LEVEL.** (3) Fall, Spring. Opportunities for reflection of content and supervised teaching to classroom management, instructional goals and strategies, fostering community and parent relationships, school law and school policies, equity issues and the ethical responsibilities of the professional educator. A reflective journal, the development of a professional portfolio, and career expectations are embedded in the professional educator.

**481. STUDENT TEACHING PRACTICUM.** (3) Fall, Spring. Four weeks of teaching, or its equivalent, in a special education class situation under the supervision of a qualified supervising teacher. Available only to students who need a special education field experience for licensure. May be repeated as needed. Should be taken concurrently with ELED 441-Early Childhood or ELED 442-Middle Childhood Early Adolescence or SEED 451 or SEED 461, depending on the level of endorsement. Special education endorsement prerequisites: Early Childhood: SPED 400, 408; SPED 415. Secondary (7-12): SPED 400, 408, 415; COMO 215 or 250. Fee: See course fee schedule.

## **TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

Students seeking licensure to teach may add an endorsement to teach English as a second language by completing the following 12 semester hours of course work. (This requirement may be changed by ADE after 7/1/2002.)

**433. METHODS OF SECOND LANGUAGE TEACHING.** (3) Offered on sufficient enrollment. Methodologies and techniques for teaching English as a second language; evaluation of materials for various levels of instructional goals. Prerequisite: Admission to the Teacher Education Program or consent of the dean.

**435. SECOND LANGUAGE ASSESSMENT.** (3) Offered on sufficient enrollment. Assessing oral and written proficiency in English as a second language; development of testing measures. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

**437. CROSS-CULTURAL ASPECTS OF ESL.** (3) Offered on sufficient enrollment. The relationship between language, culture and cultural awareness in the learning and teaching of English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

**439. SECOND LANGUAGE ACQUISITION.** (3) Offered on sufficient enrollment. Linguistic theories; second language acquisition; cognitive, affective and cultural factors in teaching English as a second language. Prerequisite: Admission to the Teacher Education Program or consent of the dean, and TESL 433.

**Institutional Report Card**  
Academic Year 2004-2005

Number of Program Completers submitted: 112

Number of Program Completers found, matched and used in passing rate calculations: 112

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>				
PPST Reading	86	85	99%*	100%
PPST Writing	83	83	100%	100%
PPST Mathematics	85	85	100%	100%
CBT Mathematics	22	22	100%	100%
Computerized PPST Reading	15	15	100%	100%
Computerized PPST Writing	18	18	100%	100%
Computerized PPST Mathematics	17	17	100%	100%
<b>Professional Knowledge</b>				
Eng Lang Lit Comp Pedagogy	12	12	100%	100%
Prin. Learning & Teaching Erly Chld	32	32	100%	100%
Principles Learning & Teaching 5-9	18	18	100%	93%
Principles Learning & Teaching 7-12	19	19	100%	95%
<b>Academic Content Areas</b>				
Early Childhood Education	17	17	100%	100%
Education of Young Children	37	37	100%	100%
Eng Lang Lit Comp Content Knowledge	12	12	100%	99%
Eng Lang Lit Comp Essays	12	12	100%	97%
Middle School Subjects: CK	16	16	100%	99%

\* The person who failed PPST Reading passed CBT Reading.

The teacher preparation program is not currently under a designation as “low performing” by the state (as per section 208(a) of the HEA of 1998). NOTE: See Arkansas definitions for “low performing” programs.

**Institutional Report Card Follow-up**  
Academic Year 2001-2002

Number of Program Completers submitted: 99

Number of Program Completers found, matched and used in passing rate calculations: 99

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Aggregate – Basic Skills	96	96	100%	100%
Aggregate – Professional Knowledge	99	99	100%	100%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	96	96	100%	100%
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	11	11	100%	100%
Summary Totals and Pass Rates	99	99	100%	100%