

DIVISION OF EDUCATION

Course Offerings: Elementary Education, Teacher Education

FACULTY

LINDA K. ALEXANDER, Chair of the Division of Education; Professor of Education, 2004-
B.A., MidAmerica Nazarene University, 1984; M.A., University of Kansas, 1993; Ph.D.,
University of Kansas, 2003.

SONDRA L. CAVE, Director of The Relicensing Institute; Professor of Education, 2000-
B.A., MidAmerica Nazarene University, 1981; M.A., Point Loma Nazarene University, 1990;
Ed.D., Azusa Pacific University, 2003.

JUDY K. DUNHAM, Professor of Education, 2005-
B.A., Evangel College, 1972; M.S., University of Nebraska-Omaha, 1980; Ph.D., Purdue
University, 1985.

MARTIN H. DUNLAP, Associate Professor of Education; Director, Graduate Studies in
Education
B.A., MidAmerica Nazarene University, 1976; M.MEd., University of Kansas, 1980; Ed.D.,
University of Kansas, 1995.

NEIL O. FRIESLAND, Associate Professor of Education, 2001-
B.A., MidAmerica Nazarene University, 1992; MEd, MidAmerica Nazarene University, 1999;
Doctoral Candidate, University of Kansas

JIM W. GILL, Associate Professor of Education, 2002-
B.S., Pittsburg State University, 1964; M.S.E., Pittsburg State University, 1965; Ed.D.,
University of Kansas, 1976.

BRAD D. KING, Associate Professor of Education, 1995-
B.A., MidAmerica Nazarene University, 1979; M.Ed., Wichita State University, 1986;
Doctoral Candidate, Kansas University.

JO LAMAR, Associate Professor of Education, 2005-
B.S.E., Truman State University, 1984; M.Ed., MidAmerica Nazarene University, 1991;
Ed.D., University of Kansas, 2005.

ANTHONY L. MOORE, Professor of Education, 2002-
A.A., MidAmerica Nazarene University, 1985, B.A., MidAmerica Nazarene University, 1985;
M.S. University of Kansas, 1991; Ed.D., University of Wyoming, 2005.

SUSAN K. MOORE, Professor of Reading, 1990-
B.A., MidAmerica Nazarene University, 1975; M.Ed., Tennessee State University, 1984;
Ed.S., University of Missouri-Kansas City, 1993; Ed.D., Nova Southeastern University, 2001.

EDUCATION

PROFESSIONAL DEVELOPMENT SCHOOL

The Division has established a Professional Development School agreement with Prince of Peace Catholic School in Olathe, Kansas. The principal of Prince of Peace is Jane Shriver.

MISSION STATEMENT

The Education Division seeks to help students develop spiritually and apply their knowledge of human growth and development, learning theories, research, technology, communication, and the world to develop, implement, and assess learning experiences for all students.

GENERAL EDUCATION OBJECTIVES

Teacher preparation is a specialized process, therefore, it is essential that specific skills and attitudes be developed through the General Education courses taken. Competencies in the following are required:

1. To promote active inquiry, collaboration, and interaction through writing, speaking listening, and viewing;
2. To understand Western and Non-Western values and customs, and of majority and minority cultures in American society;
3. To understand, process, and communicate mathematical, statistical, and scientific concepts;
4. To understand the interconnectedness of the natural world and the responsibility of stewardship;
5. To understand, model, and communicate the importance of physical, emotional, social, and spiritual well-being; and
6. To understand and communicate the importance of the arts in society.

THE PURPOSE OF THE PROGRAM

The Division of Education has identified an integrated approach to its professional education program based on a set of unifying modules designed to develop knowledge, skills, attitudes, beliefs, and methodology. The unifying modules are the building blocks upon which candidates develop skills that, in professional development setting, will enable them to provide appropriate instruction for all students. The Division of Education has identified the following goals for teacher candidates which encompasses the tenets of our Conceptual Framework.

Goal 1: Teacher candidates have the skills necessary to successfully communicate with students and colleagues in order to grow professionally and to demonstrate leadership in service to their learning communities.

CF 1. Effective Communicators and Collaborators

Goal 2: Teacher candidates have knowledge of content, reading, and writing, which enables them to support learning across content areas.

CF 2. Content Knowledge Experts

Goal 3: Teacher candidates have the knowledge and skills necessary to plan, implement, and assess curriculum that is meaningful and engaging for all students.

CF 3. Curriculum Developers, Assessors, and Strategist

Goal 4: Teacher candidates have knowledge of diverse student groups and the skills necessary to provide appropriate learning environments that are challenging and respectful of all students.

CF 4. Diverse Learning Needs Facilitators.

PRINCIPLES OF LEARNING AND TEACHING/CONTENT TESTING

Secondary and Elementary Education Majors

All secondary and elementary senior education majors must pass the Principles of Learning and Teaching examination. This is a national exam that is administered in Kansas six times annually under the authority of Educational Testing Service. The exam covers the Professional Education courses of each licensure program. Information and registration forms are available on-line at <http://www.ets.org>. Information is available in the Teacher Education Office.

All secondary and elementary education majors must pass the content test for the major. This is a Kansas exam that is administered six times annually under the authority of Educational Testing Service. The exam covers the content major for each licensure program. Information and registration forms are available on-line at <http://www.ets.org>. Information is available in the Teacher Education Office.

EDUC 1003 EDUCATION SEMINAR AND LAB (I)

An introduction to the profession of teaching. The course introduces students to the requirements of the Teacher Education Program at MidAmerica Nazarene University. During this course students develop a 4-5 year academic plan and make formal application to the program. The lab is designed to provide students with experiences in rural, suburban, and urban school settings at both the elementary and secondary level. Fall and Spring.

EDUC 2103 EDUCATIONAL FOUNDATIONS AND ISSUES

Study of the role of the school and the teacher in American society; explore American educational theory and practice; focus on the conflict of values and critical changes experienced in education; examine their origin, their development and their relationship to current social conditions, both in America and world-wide. Prerequisite: EDUC 1003 Education Seminar and Lab (I). Fall and Spring.

EDUC 2203 CULTURAL DIVERSITY ISSUES IN EDUCATION

This course will provide interactions, knowledge base, and current instructional practices about teaching and learning in a culturally diverse educational context. Students will participate in fieldwork experiences that prepare them to teach students from diverse cultural, ethnic, linguistic, and/or socio-economic backgrounds. This course will examine various learning styles as they relate to different cultures. This course is required for all education majors. Fall and Spring.

EDUC 2502 ELEMENTARY METHODS OF APPLIED ART

A course for general classroom teachers designed to give educators knowledge of methodology, implementation, and evaluation in teaching the visual and performing arts. Integrating art, music, drama, and movement with other classroom disciplines will be a focus. Fall/Winter term.

EDUC 3003 ELEMENTARY METHODS OF READING

Developmental sequential approach in teaching of reading and its application in the content subjects; instruction and experience in the critical selection of learning materials. Program admission required. Fall and Spring.

EDUC 3101 ELEMENTARY MATH PRACTICUM

A 20 clock-hour field experience including activities related to teaching elementary level Math. Concurrent enrollment in EDUC 3103 Math in the Elementary School is required. Program admission required. Fall and Spring.

EDUC 3103 ELEMENTARY METHODS OF MATHEMATICS

A study of teaching procedures and materials, game theory, and other modern approaches for teaching mathematics in the elementary classroom. Concurrent enrollment in EDUC 3101 Elementary Math Methods Lab is required. Program admission required. Prerequisite: MATH 2203 Modern Math for the Elementary Teacher. Fall and Spring.

EDUC 3303 PHILOSOPHY OF EDUCATION

Treatment of philosophical questions from five classical theoretical approaches; educational implications explored from all these frames of reference; emphasis upon the building of a personal philosophy from which to launch educational practices. Fall and Spring. (cf. PHIL 3303)

EDUC 3402 EDUCATIONAL TECHNOLOGY AND MEDIA

Using technology and media to enhance learning is the focus of this course. Students will be exposed to a number of pedagogical strategies and learn to use technology to construct learning opportunities. Program admission required. Concurrent enrollment in EDUC 3411 and 3413 is required. Fall and Spring.

EDUC 3411 EXCEPTIONAL LEARNER PRACTICUM

In this 20-clock-hour practicum students will demonstrate the ability to diagnose, resource, accommodate, remediate, and conference with students and others to facilitate learning. Program admission required. Concurrent enrollment in EDUC 3402 and 3413 is required. Fall and Spring.

EDUC 3413 THE EXCEPTIONAL LEARNER

Learning to diagnose and resource individual and cultural learning differences in the classroom are the focuses of this course. Special attention is given to the psycho-social and educational needs of exceptional individuals. Program admission required. Concurrent enrollment in EDUC 3411 and EDUC 3402 is required. Fall and Spring.

EDUC 3501 ELEMENTARY READING PRACTICUM

A 20-clock-hour practicum in which students diagnose reading problems, tutor individual children in reading, and teach reading to small groups or classes. Program admission required. Concurrent enrollment in EDUC 3503 Diagnosis and Remediation of Reading Difficulties is required. Fall and Spring.

EDUC 3503 ELEMENTARY METHODS OF DIAGNOSIS AND REMEDIATION OF READING

Study of the various techniques of diagnosing reading difficulties with major emphasis on remediation procedures. Program admission required. Prerequisite: EDUC 3003 Reading in the Elementary School. Concurrent enrollment in EDUC 3501 Elementary Reading Lab is required. Fall and Spring.

EDUC 3610 INSTRUCTIONAL STRATEGIES PRACTICUM

In this 20-clock-hour practicum students will demonstrate the ability to plan and deliver effective instruction. Program admission required. Concurrent enrollment in EDUC 3614 and a methods course is required. Fall and Spring.

EDUC 3614 RESEARCH AND DIFFERENTIATED LEARNING

Using neural, cognitive, and behavioral sciences to effectively plan and deliver instruction is the focus of this course. Students will learn a variety of instructional strategies and how to use them in the classroom. Program admission required. Concurrent enrollment in EDUC 3610 and a methods course is required. Prerequisites: EDUC 3413, 3411, and 3402. Fall and Spring.

EDUC 3801 ELEMENTARY LANGUAGE ARTS PRACTICUM

A 20-clock-hour field experience including activities related to teaching elementary level Language Arts. Program admission required. Concurrent enrollment in EDUC 3803 Children's Language and EDUC 3903 Children's Literature is required. Fall and Spring.

EDUC 3803 ELEMENTARY METHODS OF CHILDREN'S LANGUAGE ARTS

Study of the development of language from early childhood through early adolescence. Focus on interrelationship of listening, speaking, reading and writing. Program admission required. Concurrent enrollment in EDUC 3801 Elementary Language Arts Methods Lab and EDUC 3903 Children's Literature is required. Fall and Spring.

EDUC 3903 ELEMENTARY METHODS OF CHILDREN'S LITERATURE

Survey and evaluation of children's literature, exploration of different types of literature including plays, poetry, and trade books. Program admission required. Concurrent enrollment in EDUC 3801 Elementary Language Arts Methods Lab and EDUC 3803 Children's Language is required. Fall and Spring.

EDUC 4402 ELEMENTARY CLASSROOM MANAGEMENT

This course is designed to assist students in developing strategies to effectively manage the classroom, build parent and community support, deal with school conflict and crises, and collaborate with other professionals. The course focuses on issues faced in classroom settings where multiple subjects are taught. Program admission required. Concurrent enrollment in EDUC 4414 and 4411 is required. Fall and Spring.

EDUC 4403 ELEMENTARY METHODS OF SCIENCE AND SOCIAL STUDIES

This is an introductory course in elementary science and social studies methods for students who plan to teach in an elementary school classroom. The content of the course focuses on the pedagogies that are successful in integrating the study of natural science and dynamic social studies into the life of the elementary school. Topics in life, physical, and earth sciences, as well as economics, geography, citizenship, and history are addressed as they relate to the elementary school curriculum. This course is the study of the organization of teaching strategies; experience in facilitating inquiry in the classroom. There is an emphasis on constructivism, cooperative learning, and the integration of language arts. Program admission required. Concurrent enrollment in EDUC 4501 Elementary Science and Social Studies Methods Practicum is required.

EDUC 4411 INSTRUCTIONAL DESIGN PRACTICUM

In this 20-clock-hour practicum students will demonstrate effective curriculum planning and use of variety assessment measure. Program admission required. Prerequisites: EDUC 3614 Research and Differentiated Learning, EDUC 3402 Educational Technology and Media, and EDUC 3610 Instructional Strategies Lab. Concurrent enrollment in a content area methods course and 4414 is required. Fall and Spring.

EDUC 4414 CURRICULUM DEVELOPMENT AND ASSESSMENT

Learning to align curriculum and assessment with goals and outcomes is the focus of this course. Students will be introduced to a variety of assessment strategies, learning the benefits and drawbacks of each. Program admission required. Prerequisites: EDUC 3614 Research and Differentiated Learning, EDUC 3402 Educational Technology and Media, and EDUC 3610 Instructional Strategies Lab. Concurrent enrollment in a classroom management course and EDUC 4411 is required. Prerequisite: EDUC 3413 and 3411. Fall and Spring.

EDUC 4501 ELEMENTARY SCIENCE AND SOCIAL STUDIES PRACTICUM

A 20-clock-hour field experience including activities related to teaching elementary level Science. Program admission required. Concurrent enrollment in EDUC 4503 Science in the Elementary School is required. Fall and Spring.

EDUC 4502 SECONDARY CLASSROOM MANAGEMENT

This course is designed to assist students in developing strategies to effectively manage the classroom, build parent and community support, deal with school conflict and crises and collaborate with other professionals. The course focuses on issues faced in classroom settings where a single subject is taught. Program admission required. Concurrent enrollment in EDUC 4414 and 4411 is required. Fall and Spring.

EDUC 4702 SECONDARY READING IN THE CONTENT

A study of reading procedures, including methods and diagnosis used to teach students in grades 6-12. The focus of this course will be on integrating reading across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate the understanding of relationships between subject areas. Program admission required. (Suggested concurrent enrollment with either Sequence Two or Three)

EDUC 4788 ELEMENTARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary schools. Pass/No Credit. Fall and Spring. (12 weeks, 9 or 12 semester hours)

EDUC 4888 SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the secondary schools. Pass/No Credit. Fall and Spring. (12 weeks, 9 or 12 semester hours)

EDUC 4988 ELEMENTARY AND SECONDARY STUDENT TEACHING AND SEMINAR

Supervised student teaching experience in the elementary and secondary schools. (7 weeks each level) Pass/No Credit. Fall and Spring. (14 weeks, 9 or 12 semester hours)

EDUC 4971-4973 DIRECTED STUDY

LICENSURE PROGRAMS IN TEACHER EDUCATION

The structure and general operation of the Teacher Education Program are designed to meet the regulations and requirements of the state of Kansas and the National Council for Accreditation of Teacher Education (NCATE).

The operation of the Teacher Education Program is the responsibility of the Division of Education. The policies, programs, and licensure requirements for both elementary and secondary education are reviewed by the Teacher Education Committee. The MidAmerica Nazarene University Teacher Education Program meets the requirements for licensure in the state of Kansas. Professional licensure varies from state to state. Therefore, students planning to teach in other states are advised to consult State Departments of Education to determine requirements for licensure.

Criteria for Admission to Teacher Education:

For students to be recommended for admission to the Teacher Education Program they must have met the following requirements.

1. "B-" or better in **EDUC 1003 Education Seminar and Awareness Lab.**
2. Acceptable, formal application to the Teacher Education Program.
3. Two favorable recommendations from full-time faculty members.
4. At least 28 semester hours of college work (exclusive of developmental courses).
5. A cumulative grade-point average of 2.75 in all program stipulated coursework completed at the time of application.*
**Program stipulated coursework is defined as all coursework specified to meet a state standard. This includes all courses specified in the program except: TO Literature, NT Literature, and Christian Beliefs.*
6. "C" or better in **MATH 1103 Intermediate Algebra** or demonstrated competence as judged by the Math Department.
7. "B-" or better in **ENGL 1203 English Composition: Writing and Research**
8. "B-" or better in **COMM 1303 Public Speaking.**
9. No pending disciplinary probation.
10. No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
11. Score of 235 or better on the Reading sub-test of the College Base English test.
12. Score of 235 or better on the Writing sub-test of the College Base English test.
13. Score of 235 or better on the Math comprehensive of the College Base test.
14. Approval by the Teacher Education Committee.
15. Proof of liability insurance. This proof must be provided each successive semester through student teaching.
16. Completion of 20 hours of community service.

Admission into the Teacher Education Program allows a student to register for upper division coursework in education. Failure to make application or complete entry requirements in a timely fashion will result in a delay in the student's progress. Admission into the Teacher Education Program does not guarantee that the student will be allowed to student teach or be recommended for licensure/endorsement.

A student may not be admitted to Teacher Education and Student Teaching during the same semester. Summer school is not considered a semester.

Criteria for Admission and Assignment to Student Teaching:

For students to be recommended for admission to the Student Teaching Program they must have met the following requirements.

1. Admission into the Teacher Education Program.
2. Acceptable, formal application to the Student Teaching Program submitted one semester prior to student teaching. The final deadline is September 30 for the following spring or January 30 for the following fall.
3. A cumulative GPA of 2.50 in all college work attempted.
4. A cumulative GPA of 2.75 in the content area major.
5. A cumulative GPA of 2.75 in Professional Ed coursework.
6. Grade of "B-" or better in all Professional Education courses.
7. Grade of "C" or better in all secondary content area courses in the major.
8. Grade of "B-" or better in all elementary content area courses.
9. Take at least 15 semester hours of Professional Education courses at MNU.
10. Take at least 6 semester hours of courses from the content area at MNU.
11. Satisfactory assessment and approval from the faculty of the student's major and from the Division of Education.
12. Completion of 60 hours of community service (total of 80 hours).
13. A successful pre-student teaching interview with at least one MNU faculty member.
14. Completion of or enrollment in all coursework needed for licensure with the exception of Student Teaching.
15. Approval of the Teacher Education Committee.

Admission into the Student Teaching Program does not guarantee placement for student teaching or recommendation for licensure.

Criteria for Assignment to Student Teaching:

For students to begin their student teaching assignments they must have met the following requirements.

1. Admission into Student Teaching Program (see above).
2. Passing score on Kansas Content test or at least one attempt at successful completion.
3. Completion of appropriate forms for student teaching assignment.
4. Acceptable health certificate signed by a doctor not earlier than 6 months prior to Student Teaching.
5. Fingerprint cards and criminal history record check submitted to KSDE.
6. Completion of all course work prior to Student Teaching.

Completion of Student Teaching does not guarantee recommendation for licensure.

Licensure Requirements

In order to be licensed students must achieve a passing score (161) on the Principles of Learning and Teaching (PLT) Exam. Students are encouraged to take the exam just prior to or during Student Teaching. Information and registration forms for the exam are available from the Division of Education. Students must complete 20 hours of community service prior to or during student teaching (total of 100 hours). Students must pass the senior comprehensive in their content area if different than the Kansas Content exam for program completion.

Policy on Working Concurrent with Student Teaching and Seminar

Student teaching is a notably intense and demanding experience. Consequently, students are advised to suspend/avoid outside employment during the student teaching semester. In extreme or dire circumstances requiring students to maintain employment during student teaching, that employment must be reported by students to their cooperating teacher and their

student teaching supervisor. If a student's performance during student teaching does not meet expectations, the student will be asked to stop working or to repeat the student teaching experience. Attendance at school faculty meetings, parent teacher nights, performance of other extracurricular duties and attendance at on-campus seminar sessions is expected of all student teachers.

Program Interruption Policy

If there is an interruption in a student's Teacher Education Program of two semesters or more between the education coursework and student teaching, the student is required to have a screening interview with three faculty members from the Division of Education. The interview team will make recommendations to the Teacher Education Committee regarding the student's acceptance into the Student Teaching Program.

Major and Professional Education Grade Requirement

A student must meet the following requirements in order to be placed in a student teaching assignment or be recommended for licensure.

Elementary: A minimum grade of "B-" and a GPA of 2.75 is required for all courses in professional education and the elementary major.

Secondary: A minimum grade of "B-" and a GPA of 2.75 is required for all courses in professional education. A minimum grade of "C" and a GPA of 2.75 in the secondary major is required.

The Teacher Education Resource Center

A Teacher Education Resource Center is maintained on the second floor of Mabee Library. The center houses school textbooks, trade books, curriculum guides, pamphlets, resource units, and other instructional materials selected especially as resources for students planning to become teachers. These materials are available for examination and use by students, faculty, and off-campus supervisory teachers.

Teacher Placement Service

The University maintains a Career Development Center to assist graduates seeking a career in education. Teacher candidates register with the Center during their senior year. The student is assisted in establishing a permanent placement file, provided guidance in the job search, and assisted with interviewing and resume preparation. Graduating seniors and registered alumni receive extensive employment information through the peak recruiting season. A small fee is charged for these services.

Title II Assessment Data

Title II, Section 207 of the Higher Education Act, mandates that teacher education universities collect and report data on state required assessments for teacher preparation programs. MidAmerica Nazarene University is pleased to report the assessment data results for MNU teacher education program completers for the 2005-2006 school term. The following table compares MNU teacher education program completers to all Kansas teacher educators who completed their program during the 2005-2006 school term.

Type of Assessment	MNU Data			Kansas Data		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Aggregate-Professional Knowledge	37	37	100%	1567	1526	97%
Aggregate-Academic Content Areas (Math, English, Biology, etc.)	32	32	100%	1405	1339	95%
Aggregate-Other Content Areas (Career/Technical, Health Ed, etc.)	6			186	178	96%
Aggregate-Teaching Special Populations (Special Education, ESL, etc.)				6		
Summary Totals and Pass Rates	37	37	100%	1581	1484	94%

ELEMENTARY EDUCATION (K-6 Licensure)

Elementary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for Elementary and Professional Education courses from non-accredited institutions.

Persons who have not previously held a Kansas teaching certificate will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the *Principles of Learning and Teaching* examination and the Kansas content examination.

I. General Education for Elementary Teacher Education 51-61 hours

Spiritual Development - 9 hours*

BLIT	1103	Old Testament Literature
BLIT	1203	New Testament Literature
THEO	2003	Christian Beliefs

Self-Understanding - 5-6 hours

PSYC	2503	Human Growth and Development
FRST	1101	Freshman Seminar

Choose one of the following courses:

PHED	2202	Aquatics I-IV
PHED	1102	Lifetime Fitness and Weight Training I
PHED	1112	Beginning Aerobic Conditioning
PHED	2002	Individual and Dual Sports
PHED	2102	Team Sports
PHED	1902	Wellness

Critical Thinking - 6-9 hours

PHIL	3303	Philosophy of Education
Demonstrated competence or		
MATH	1103	Intermediate Algebra

Choose one of the following courses:

MATH	3503	Probability and Statistics
MATH	3703	Statistics
MATH	2503	Applied Mathematics with Statistics

Effective Communication - 6 to 10 hours

COMM	1303	Public Speaking
ENGL	1203	English Composition I: Writing and Research

Demonstrate proficiency in a second language or one of the following courses:

FREN	1104	Beginning French I
SPAN	1104	Beginning Spanish I
BLAN	2203	Beginning Greek I
BLAN	2403	Beginning Biblical Hebrew

Social Responsibility - 9 hours

HIST	1203	U.S. History to 1877
HIST	1303	U.S. History since 1877
Either HIST 2103 World Civ to 1650 OR HIST 2203 World Civ since 1650		

Scientific Literacy - 9 to 12 hours

GNSC	3803	Environmental Science
BIOL	1003	Principles of Biology
GNSC	1003	Concepts in Physical Science

Demonstrated competence or
 COMP 1303 Computing for the Liberal Arts

Aesthetic Literacy - 6 hours

FNAR 1103 Introduction to Fine Arts

ENGL 1303 English Composition II: Introduction to Literature

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

NOTE: Since elementary teachers have traditionally been generalists as opposed to specialists in education, the professional and specialized courses in the elementary teacher education program will constitute the major for students preparing for elementary level teaching.

II. Professional Education Courses		37-40 hours
EDUC 1003	Education Seminar and Awareness Lab	
EDUC 2103	Educational Foundations and Issues	
EDUC 2203	Cultural Diversity Issues in Education	
HLTH 3002	Current Health Concepts	

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3413 The Exceptional Learner

EDUC 3411 Exceptional Learner Practicum

EDUC 3402 Educational Technology and Media

Sequence Two - These courses must be taken concurrently.

EDUC 3614 Research and Differentiated Learning

EDUC 3610 Instructional Strategies Practicum

Sequence Three - These courses must be taken concurrently.

EDUC 4414 Curriculum Development and Assessment

EDUC 4411 Instructional Design Practicum

EDUC 4402 Elementary Classroom Management

Student Teaching

EDUC 4788 Elementary Student Teaching (9 or 12 hours)

III. Specialized Methods of Elementary Education		29 hours
EDUC 2502	Elementary Methods of Applied Arts	
MATH 2203	Modern Math for the Elementary Teacher	
PHED 3102	Methods in Teaching Motor Skills and Elementary Physical Education	

Admission to the Teacher Education Program is required to register in the following courses.

EDUC	3003	Elementary Methods of Reading
EDUC	3101	Elementary Math Methods Practicum
EDUC	3103	Elementary Methods of Mathematics
EDUC	3501	Elementary Reading Practicum
EDUC	3503	Elementary Methods of Diagnosis and Remediation of Reading
EDUC	3801	Elementary Language Arts Practicum
EDUC	3803	Elementary Methods of Children's Language
EDUC	3903	Elementary Methods of Children's Literature
EDUC	4403	Elementary Methods of Science and Social Studies
EDUC	4501	Elementary Science and Social Studies Practicum

IV. Electives: Additional coursework may be required.

Required for graduation

126 hours

SECONDARY EDUCATION (6-12 or P-12)

Students who plan to teach in the public school system (secondary grades) are advised to major in the academic field of their choice and to take the required professional education courses.

The following academic programs have been approved by the Kansas State Department of Education for licensure in secondary education:

- Biology Education (6-12)
- Business Education (6-12)
- English Language Arts Education (6-12)
- History and Government Education (6-12)
- Mathematics Education (6-12)
- Music Education (P-12)
- Physical Education (P-12)
- Spanish Education (P-12)
- Speech/Theatre Education (6-12)

Secondary Education majors transferring to MidAmerica Nazarene University from a regionally accredited college or university must complete at least 21 semester hours at MidAmerica before being placed in Student Teaching and/or recommended for licensure. Fifteen of these hours must be from the professional education block (exclusive of student teaching) and at least six semester hours must be from the major. MidAmerica Nazarene University does not accept transfer credit for the major and Professional Education courses from non-accredited institutions.

Persons who have not previously held a Kansas teaching licensure will be required to pass pre-licensure exams prior to issuance of a Kansas license. These examinations include the *Principles of Learning and Teaching* examination and the Kansas content examination.

I. General Education for Secondary Teacher Education 47-55 hours

Spiritual Development - 9 hours*

BLIT	1103	Old Testament Literature
BLIT	1203	New Testament Literature
THEO	2003	Christian Beliefs

Self-Understanding - 5-6 hours

PSYC	2503	Human Growth and Development
FRST	1101	Freshman Seminar

Choose one of the following courses:

PHED	2202	Aquatics I
PHED	1102	Physical Fitness I
PHED	1112	Beginning Aerobic Conditioning
PHED	2002	Individual and Dual Sports
PHED	2102	Team Sports
PHED	1902	Wellness

Critical Thinking - 6-9 hours

PHIL	3303	Philosophy of Education
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Demonstrated competence or

MATH	1103	Intermediate Algebra
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Choose one of the following courses:

MATH	3503	Probability and Statistics
MATH	3703	Statistics
MATH	2503	Applied Mathematics with Statistics

Effective Communication - 6 to 10 hours

COMM	1303	Public Speaking
ENGL	1203	English Composition I: Writing and Research

Demonstrate proficiency in a second language or one of the following courses:

FREN	1104	Beginning French I
SPAN	1104	Beginning Spanish I
BLAN	2203	Beginning Greek I
BLAN	2403	Beginning Biblical Hebrew

Social Responsibility - 6 hours

HIST	1203	U.S. History to 1877
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or

HIST	1303	U.S. History to 1877
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HIST	2103	World Civ to 1650
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or

HIST	2203	World Civ since 1650
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Scientific Literacy - 5 to 9 hours

GNSC	3801	Environmental Stewardship
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And one of the following lab courses

BIOL 1104 General Zoology
BIOL 1504 Anatomy and Physiology I
CHEM 1104 General Chemistry I

OR

GNSC 3803 Environmental Science

And one of the following courses

BIOL 1003 Principles of Biology
BIOL 3003 Human Genetics
GNSC 1003 Concepts in Physical Science
GNSC 3703 Human Nutrition

Demonstrated competence or

COMP 1303 Computing for the Liberal Arts

Aesthetic Literacy - 6 hours

FNAR 1103 Introduction to Fine Arts
ENGL 1303 English Composition II: Introduction to Literature

*If a student holds a baccalaureate degree from a regionally accredited college and is seeking licensure only, the courses in spiritual development are not required.

II. Professional Education Courses 39-42 semester hours

EDUC 1003 Ed Seminar and Awareness Lab
EDUC 2103 Educational Foundations and Issues
EDUC 2203 Cultural Diversity Issues in Education
HLTH 3002 Current Health Concepts

Admission to the Teacher Education Program is required to register in the following courses:

Sequence One - These courses must be taken concurrently.

EDUC 3413 The Exceptional Learner
EDUC 3411 Exceptional Learner Practicum
EDUC 3402 Educational Technology and Media

Sequence Two - These courses must be taken concurrently.

EDUC 3614 Research and Differentiated Learning
EDUC 3610 Instructional Strategies Practicum
EDUC Secondary Content Methods Course

Sequence Three - These courses must be taken concurrently.

EDUC 4414 Curriculum Development and Assessment
EDUC 4411 Instructional Design Practicum
EDUC 4502 Secondary Classroom Management
EDUC 4702 Secondary Reading in the Content

Student Teaching

EDUC	4888	Secondary Student Teaching and Seminar (9 or 12 hours)
OR		
EDUC	4988	Elementary and Secondary Student Teaching and Seminar (14 weeks, 9 or 12 hours)

III. Academic Major 30-65 hours
 Courses required for each academic major are specified below.

IV. Electives: Additional coursework may be required.

Required for graduation 126 hours

PROVISIONAL LICENSURE IN A SECONDARY TEACHING FIELD

Kansas regulations currently permit a person who is licensed for teaching grades 6 through 12 to be recommended for provisional licensure in additional secondary area(s) if the applicant has met the specified semester-hour requirement(s). Contact the Licensure Officer for additional information.

BIOLOGY EDUCATION

BIOL 1104	General Zoology	4
BIOL 1304	Botany	4
BIOL 2005	Microbiology	5
BIOL 3105	Comparative Chordate Anatomy	5
BIOL 3204	Genetics	4
BIOL 3702	Methods of Teaching Secondary Biology	2
BIOL 3804	Ecology	4
BIOL 4204	Physiology	4
BIOL 4403	Cell Biology	3
BIOL 4862	Special Topics in Biology	2
BIOL 4901	Biology Seminar	1
BIOL 4991	Senior Year	1
CHEM 1104	General Chemistry I	4
CHEM 2103	General Chemistry II	3
CHEM 2202	General Chemistry II Lab	2
COMP 1303	Computing for the Liberal Arts	OR
COMP 2104	Programming Fundamentals	3-4
GNSC 1001	Biological Applications of Physical Science	1
GNSC 1003	Concepts in Physical Science	3
MATH 1203	College Algebra and Trigonometry	3
		58-59 hrs

RECOMMENDED:

CHEM 3003	Organic Chemistry I	3
CHEM 3102	Organic Chemistry I Lab	2
CHEM 3103	Organic Chemistry II	3
CHEM 3202	Organic Chemistry II Lab	2
MATH 1405	Analytical Geometry and Calculus I	5
PHYS 2005	General Physics I	5
PHYS 2105	General Physics II	5

BUSINESS EDUCATION

MGMT 1803	Introduction to Business	3
ECON 1503	Personal Finance	3
ECON 2503	Principles of Macroeconomics*	3
ACCT 2803	Principles of Financial Accounting*	3
MGMT 2603	Computer Applications in Business	3
MGMT 3003	Business Communications	3
MGMT 3103	Business Law I	3
MKTG 3303	Principles of Marketing	3
MGMT 3303	Principles of Management	3
INTB 2103	Survey of International Business	3
MGMT 4802	Methods of Teaching Secondary Business	2
MGMT 4881	Internship	1
COMP 2104	Programming Fundamentals	4
COMP 4303	Management Information Systems	3
MGMT 3403	Entrepreneurship	3
		<u>43 hrs</u>

*This course has a prerequisite

ENGLISH LANGUAGE ARTS EDUCATION

ENGL 1303	English Composition II/Understanding Literature*	3
ENGL 1903	Introduction to Journalism	3
ENGL 2103	American Literature to 1860	3
ENGL 2203	American Literature from 1860	3
ENGL 2303	British Literature to 1800	3
ENGL 2403	British Literature from 1800	3
ENGL 3203	Writers and Movements	3
ENGL 3303	Introduction to Linguistics	3
ENGL 3503	World Literature*	3
ENGL 3603	Adolescent Literature	3
ENGL 4112	Methods of Teaching Secondary English and Language Arts	2
ENGL 4203	Shakespeare	3
ENGL 4303	Advanced Writing	3
ENGL 4503	Literary Criticism*	3
Choose 3 hours from the following:		
JOUR 2101	Yearbook Workshop	1
JOUR 2201	Newspaper Workshop	1
JOUR 4101-3	Adv. Yearbook Workshop*	1-3
JOUR 4201-3	Adv. Newspaper Workshop*	1-3
		<u>44 hrs</u>

*This course has a prerequisite

HISTORY AND GOVERNMENT EDUCATION

The History and Government education program follows the comprehensive-major pattern. It embraces a broad base of social studies and prepares the student to teach in the public school. This major requires completion of the professional education courses included in the secondary education section of the teacher education program.

HIST 1203	U. S. History to 1877	3
HIST 1303	U. S. History since 1877	3
HIST 2103	World Civilization to 1650	3
HIST 2203	World Civilization since 1650	3
HIST 2303	History of Kansas and the Midwest	3
HIST 4703	Historiography*	3
POLS 1103	Democracy in America	3
POLS 3101	Comparative Political Systems Democratic Systems	1
POLS 3102	Comparative Political Systems Non Democratic Systems	2
POLS 3903	American Political Parties	3
ECON 2503	Principles of Macroeconomics	3
SOCI 1003	General Sociology	3
SOCS 4112	Methods of Teaching Secondary Social Studies	2
GEOG 3303	World Geography	3
HIST Electives	Three upper division History courses (one each in World, European, and American History)	9
		<hr/> 47 hrs

*This course has a prerequisite

MATHEMATICS EDUCATION

MATH 1405	Analytic Geometry and Calculus I	5
MATH 1505	Analytic Geometry and Calculus II	5
MATH 2003	Analytic Geometry and Calculus III	3
MATH 3003	Discrete Mathematics	3
MATH 3103	Linear Algebra	3
MATH 3203	Modern Geometry	3
MATH 3303	History of Mathematics	3
MATH 3503	Probability and Statistics	3
MATH 3602	Methods of Teaching Secondary Math	2
MATH 3803	Abstract Algebra	3
	Elective in Mathematics (300 level or above)	3
COMP 2104	Programming Fundamentals	4
		<hr/> 40 hrs

MUSIC EDUCATION (PK-12)**(Program results in licensure for teaching both vocal and instrumental music in elementary and secondary schools)**

APMU 1502	Class Piano I (as required)	2
APMU 1602	Class Piano II (as required)	2
APMU 1702	Class Piano III (as required)	2
APMU 2502	Class Piano IV (as required)	2
	Must pass Piano Proficiency Examination	
APPR	Applied Private (eight semester hours in voice or a single instrument excluding piano classes, and including junior and senior recitals)	8
APPR 1101	Private Lessons in Voice (required of non-vocal majors)	1
APPR 3301	Junior Recital (counted as one of the 8 APPR credits)	
APPR 4301	Senior Recital (counted as one of the 8 APPR credits)	
MHST 3403	Music History I	3
MHST 3503	Music History II	3
MUED 2001	Brass Techniques	1
MUED 2101	Woodwind Techniques	1
MUED 2201	Percussion Techniques	1
MUED 2301	String Techniques	1
MUED 3203	Music Media and Technology	3
MUED 3411	Learner-Client Practicum (Music) (cf. EDUC 3411)	1
MUED 3610	Instructional Strategies Practicum (Music) (cf. EDUC 3610)	0
MUED 3602	Beginning Conducting	2
MUED 3702	Choral Literature and Conducting	2
	OR	
MUED 3802	Instrumental Literature and Conducting	2
MUED 4001	Vocal/Choral Techniques (prerequisite: minimum of APPR 1101 - Private Voice)	1
MUED 4411	Instructional Design Practicum (Music) (cf. EDUC 4411)	1
MUED 4702	Marching Band Techniques	2
MUED 4302	Elementary Music Methods, Materials and Classroom Mgmt. Strategies	2
MUED 4312	Secondary Music Methods, Materials and Classroom Mgmt. Strategies	2
MUEN	Ensemble (at least one each semester – minimum of eight one of which must be World Music Ensemble)	8
MUTH 1102	Fundamentals of Music Theory (as required - determined by placement exam))	2
MUTH 2105	Music Theory I	5
MUTH 2205	Music Theory II	5
MUTH 3103	Music Theory III	3
MUTH 3203	Music Theory IV (prerequisite: MUED 3203 – Music Technology)	3
MUTH 4603	Instrumentation and Arranging	3

PHYSICAL EDUCATION (P-12)

Program results in certification for teaching Physical Education in both elementary and secondary schools. P-12 certification requires elementary and secondary student teaching.

BIOL 1504	Anatomy and Physiology I	4
PHED 2202	Aquatics	2
or		
PHED 3413	Water Safety Instructor (WSI)	3
PHED 3103	History and Philosophy of Physical Education and Sport	3
PHED 3003	Techniques of Teaching Individual and Dual Sports	3
HLTH 3101	First Aid/CPR	1
PHED 3101	Teaching Motor Skills and Elementary PE Lab	1
PHED 3102	Teaching Motor Skills and Elementary PE	2
PHED 3503	Techniques of Teaching Team Sports	3
ATRN 3103	Techniques of Athletic Training and Lab	3
PHED 3203	Kinesiology and Lab	3
PHED 3302	Methods of Teaching Secondary Physical Education and Health	2
PHED 3402	Organization and Administration of Physical Education and Athletics	2
PHED 3502	Tumbling and Rhythmic Movement	2
PHED 3602	Psychology of Sport	2
PHED 4202	Adaptive Physical Education	2
PHED 4403	Exercise Physiology and Lab	3
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		Total Hours
		Total Content Area Required: 38-39

SPANISH EDUCATION

SPAN 1104	Beginning Spanish I +	4
SPAN 1204	Beginning Spanish II*+	4
SPAN 2104	Intermediate Spanish I*+	4
SPAN 2204	Intermediate Spanish II*	4
SPAN 3003	Spanish Culture	3
SPAN 3103	Advanced Conversation*	3
SPAN 3203	Advanced Grammar and Composition*	3
SPAN 3301	Language Practicum*	1
SPAN 3303	Introduction to Linguistics	3
SPAN 4403	Peninsular Literature*	3
SPAN 4503	Latin American Literature*	3
SPAN 4112	Methods of Teaching Modern Language	2
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		37 hours

*This course has a prerequisite

CLEP Credit accepted for SPAN 1104 and SPAN 1204
+ Department competency placement

Additional hours in Professional Education
requirements must be fulfilled.

SPEECH/THEATRE EDUCATION

COMM 1303	Public Speaking	3
COMM 1503	Mass Media and Society	3
COMM 2303	Fundamentals of Interpersonal Communication	3
COMM 2402	Directing Forensics (Clinical)	2
COMM 3403	Small Group Communication	3
COMM 3703	Persuasion*	3
COMM 4112	Methods of Teaching Secondary Speech and Drama	2
COMM 4703	Communication Theory and Research*	3
THEA 1203	Introduction to Theatre	3
THEA 2203	Acting I	3
THEA 2101	Theatre Workshop	1
THEA 2202	Technical Theatre	2
THEA 3303	Directing I	3
		34 hours

*This course has a prerequisite

CAREER ALTERNATIVES IN THE DIVISION OF EDUCATION

Your choice of an academic concentration does not lock you into a limited range of jobs. Your academic concentration will prepare you for an entry-level position in several occupational areas which may be less obvious. It is not the academic area alone that prepares you for employment, but your total range of present skills, behavior patterns and accumulated knowledge. The following job titles represent a sampling of positions which relate directly to Division majors.

Education: teaching elementary grades K-6, secondary content areas 6-12, and elementary/secondary content areas P-12.