EDUCATION

EDUC 201 (0 cr hrs)
Admission to Teacher Education

EDUC 205 (3 cr hrs)
Educational Psychology
This course will focus on the psychological principles underlying learning and effective teaching, the effect of social and personality factors on the learning process, and the application of learning theory teaching. This course is appropriate for Teacher Education Students.

Prerequisite Required:  EDUC 209 or
Corequisite Required:  EDUC 209

EDUC 206 (3 cr hrs)
Principles of Early Childhood Education
This course is designed to give students the theory and practice necessary for teaching and caring for children from infancy through age eight. It is an introduction to the professional preparation needed for preschools and child care.

EDUC 208 (2 cr hrs)
Foundation and Principles of Teacher Education
This course provides an overview of the nature of the teaching profession, including the purpose, history, philosophy, organization, curriculum alignment and standards in American public school education. Professional dispositions, reflective practice, and critical thinking skills will be emphasized.

Corequisite Required:  EDUC 209, Sophomore standing

EDUC 209 (1 cr hrs)
Teacher Education Orientation & Practicum
This course will specifically introduce PSC teacher education candidates to the School of Education's conceptual framework and program standards, teacher education program checkpoints, electronic candidate portfolio requirements and implementation, successful completion of a 20-hour practicum, and successful completion of a faculty panel interview.

Corequisite Required:  EDUC 208, Sophomore standing

EDUC 231 (3 cr hrs)
Emergent Literacy and Language Arts
This course is designed to provide learning in the development of the two receptive language skills of listening and reading; and the two expressive language skills of writing and speaking. Methods facilitating these skills will be addressed in a developmental approach. The course includes teaching strategies, research, curriculum design and implementation, assessment and evaluation, technology, and family involvement in language arts and literacy for young children.

EDUC 232 (3 cr hrs)
Creative Arts in Early Childhood Education
This course is designed for early childhood classroom practitioners. It focuses upon the planning, implementing, and evaluating of developmentally appropriate activities for young children in the creative areas of art, music, movement, and play including experiences and methods for developing self-expression and creativity.

EDUC 255 (3 cr hrs)
Differentiated Instruction for Diverse Learners
This course focuses on the conceptual, theoretical, and philosophical issues surrounding diversity in educational settings and how to successfully implement differentiation of instruction to offer all types of learners with opportunities for engagement in their learning environments. The course also explores notions of equity that will provide candidates with the information they need to create learning environments that are free of bias and provide a differentiated approach to education for all students. Teacher education candidates will adopt a philosophical position and design and implement effective teaching strategies that reflect ethnic and cultural diversity through differentiation.

Prerequisite Required:  EDUC 209 or
Corequisite Required:  EDUC 209
EDUC 290 (3 cr hrs)
Selecting and Evaluating Literature for Elementary Curriculum
This course is designed to introduce and explore the genres of literature for children, along with the implementation of children's literature in elementary curriculum. A variety of literary works will be explored, original works of literature will be created, and literature through technology will be discovered. Candidates will gain experience in selecting literature with literary merit and exploring the broad field of children’s literature through an introduction to types of literature, authors and poets, illustrators, writing styles and techniques, contemporary topics and trends, and interdisciplinary selections of literary merit.

EDUC 300 (3 cr hrs)
Managing the Learning Environment for Effective Teaching
This course is intended to provide teacher education candidates the opportunity to explore, discuss, and reflect upon the relationships between managing the learning environment and effective teaching. Research, discussion, and reflection will be focused on current theory and research-based best practices for managing the learning environment in order to effectively meet the needs of all learners. Development of lesson planning approaches, as well as development of individual management styles and plans for their classrooms, will be emphasized in order to assist teacher candidates in enhancing their knowledge and skills related to managing the learning environment for effective teaching.

Prerequisite Required: Admission to Teacher Education

EDUC 301 (1 cr hrs)
Elementary Practicum - Social Studies and Language Arts
This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Social Studies and Language Arts Methods courses.

Prerequisite Required: Admission to Teacher Education
Corequisites Required: EDUC 302, EDUC 325, EDUC 326, EDUC 327, EDUC 328

EDUC 302 (1 cr hrs)
Elementary Practicum - Math & Science
This course provides a minimum of 40 hours of field experience in elementary schools for students enrolled in Math and Science Methods courses.

Prerequisite Required: Admission to Teacher Education
Corequisites Required: EDUC 301, EDUC 325, EDUC 326, EDUC 327, EDUC 328

EDUC 303 (1 cr hrs)
K-3 Elementary Practicum
This course provides a minimum of 40 hours of field experience in a K-3 elementary setting for students completing an early childhood education endorsement.

Prerequisite Required: Admission to Teacher Education
Corequisite Required: EDUC 337

EDUC 304 (2 cr hrs)
Middle Level Practicum
This course provides a minimum of 80 hours of field experience in middle level schools for students completing a middle level endorsement.

Prerequisite Required: Admission to Teacher Education
Corequisite Required: EDUC 425

EDUC 306 (1 cr hrs)
Infant/Toddler Practicum
This course provides a minimum of 40 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with infants and toddlers.

Prerequisite Required: Admission to Teacher Education
Corequisite Required: EDUC 321
EDUC 308 (1 cr hrs)
Preschool Practicum
This course provides a minimum of 45 hours of field experience in an early childhood education setting, with the focus on developing knowledge and skills related to working with preschool aged students.
  Prerequisite Required: Admission to Teacher Education
  Corequisite Required: EDUC 336

EDUC 309 (2 cr hrs)
Secondary Practicum
This course is designed to provide secondary education majors with an opportunity to observe the specific methods being studied in the Secondary Methods course and to begin to practice these methods. The practicum requires a minimum of 80 hours of field experience.
  Prerequisite Required: Admission to Teacher Education
  Corequisite Required: EDUC 309 or EDUC 312

EDUC 310 (3 cr hrs)
Secondary School Teaching Methods
This course provides education majors with opportunities to study, discuss, and practice instructional methods specifically for middle and high school students and to examine these school environments.
  Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
  Corequisite Required: EDUC 309 or EDUC 310

EDUC 311 (2 cr hrs)
Elementary Physical Education Practicum
This course provides a minimum of 80 hours of field experience at the elementary level for students completing a K-6 Physical Education endorsement.
  Prerequisite Required: Admission to Teacher Education

EDUC 312 (2 cr hrs)
K-12 Education Practicum
This course provides a minimum of 80 hours of field experience at both the elementary and secondary levels for students completing a K-12 Art, Music, or Physical Education endorsement. Students will be assigned two (2) placements and complete a minimum of 40 hours at each of the elementary and secondary levels in the appropriate content area.
  Prerequisite Required: Admission to Teacher Education
  Corequisite Required: EDUC 309 or EDUC 310

EDUC 315 (3 cr hrs)
Educational Technology
This course will focus on understanding and harnessing the power of digital media for teaching and learning. Students will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where P-12 students use digital media tools for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experience will help pre-service teachers broaden their use of digital media tools and techniques, and they will learn rationales and strategies for developing 21st century literacies.
  Prerequisite Required: Admission to Teacher Education
  Generals Studies Outcome: Technology & Its Application

EDUC 317 (3 cr hrs)
Assessment for Student Learning
This course emphasizes the awareness of the role of the teacher in assessment and his/her impact on student learning via procedures and practices that utilize assessment results to inform instruction. Test construction, analysis of teacher-made tests, and analysis of assessment results will be emphasized along with grading and reporting of student progress for the purposes of addressing "assessment of learning" and "assessment for learning" for a diverse student population. Key pre-service assessment skills, as delineated by the Nebraska Department of Education, will also provide direction in terms of preparation of pre-service teacher candidates for both the Nebraska State Assessment System, as well as any additional federal government expectations concerning assessment.
  Prerequisite Required: Admission to Teacher Education
EDUC 321 (3 cr hrs)
Infant/Toddler Development and Methods
This course focuses on child growth and development from conception through three years of age including physical, social/emotional, language/literacy, and cognition domains. Students will explore current research within the field as it relates to the infancy and toddler periods. Students will develop and implement lesson plans within each of the developmental domains and create documentation to show evidence of children’s learning. Nebraska Early Learning Guidelines and Teaching Strategies GOLD tools will be used to introduce students to informal assessment techniques used in infancy and toddler development.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisite Required: EDUC 306

EDUC 325 (3 cr hrs)
Teaching Language Arts in the Elementary School
This course investigates the theories, techniques, instructional methods, resources, and organization used to teach language arts. Elements include reading, writing, listening, talking, viewing, and thinking. This course requires critical thinking about current models of language arts instruction in society and allows for development of a personal philosophy for teaching language arts in the elementary and/or middle school setting. Purposeful alignment to language arts standards, finding ways to assess each element of the language arts, and implementing technology in a meaningful way are all emphasized in this course.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisites Required: EDUC 301, EDUC 302, EDUC 326, EDUC 327, EDUC 328

EDUC 326 (3 cr hrs)
Teaching Social Studies in the Elementary School
This course investigates the theories, techniques, instructional methods, resources and organization used to teach Social Studies. Elements include major concepts and modes of inquiry to address the integrated study of history, geography, the social sciences, and other related areas to promote informed decision-making as a fully participating citizen in a diverse and democratic society. Purposeful alignment to social studies standards, finding ways to access each element of social studies and implementing technology in a meaningful way are all emphasized in this course.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 327, EDUC 328

EDUC 327 (3 cr hrs)
Teaching Math in the Elementary School
This course investigates the theories, techniques, instructional methods, resources, and organization used to teach mathematics. Elements include numeration and number sense, computation and estimation, measurement, geometry and spatial concepts, data analysis/probability/statistical concepts, algebraic concepts, fractions, and problem solving. In doing so, candidates will fully grasp how to engage learners in problem solving, reasoning and proof, communication, connections, and representation. Purposeful alignment to mathematics standards, finding ways to assess each element of mathematics, and implementing technology in a meaningful way are all emphasized in this course.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 326, EDUC 328

EDUC 328 (3 cr hrs)
Teaching Science in the Elementary School
This course investigates the theories, techniques, instructional methods, resources, and organization used to teach science. Direction is given to teacher candidates on how to organize and prepare meaningful lessons that support learning science. Candidates will identify state standards while developing simple and easy to understand outlines of science concepts based on state standards and student interest. Students will learn how to use natural resources along with everyday materials when planning hands-on lessons that engage all students. Students will demonstrate interactive technology websites and tools that support science lessons, while at the same time becoming more comfortable using interactive boards, and student response devices as part of a complete unit plan. Purposeful alignment to science standards, finding ways to assess each element and implementing technology in a meaningful way are all emphasized in this course.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisites Required: EDUC 301, EDUC 302, EDUC 325, EDUC 326, EDUC 327
EDUC 334 (3 cr hrs)
Teaching Reading in the Elementary School
This course investigates current methods, approaches, types and availability of reading materials, and their practical application in the elementary classroom setting. Emphasis is placed on facilitating instruction in the classroom and the five important skills for reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension). Candidates will use standards, curriculum, and skills of reading, writing, listening, and speaking to develop applicable classroom materials for a variety of learners and their individual needs in the classroom setting.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 336 (3 cr hrs)
Science, Math, and Social Science for Early Childhood Education
This course is designed to examine the foundations, principles, and current research related to the development of curricula for young children, especially in the areas of math, science, and social studies. Students will experience an in-depth study of cognitive development of children ages birth through age eight including concept development; problem solving; and planning, implementing, and evaluating developmentally appropriate activities in math, science, and social studies. This examination includes the relationship between the physical, social, emotional, and cognitive growth and development of young children as well as curriculum development. Theoretical and practical study of teaching methods for students from birth to Grade 3 will be addressed.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisite Required: EDUC 308

EDUC 337 (3 cr hrs)
Science, Math, and Social Science for K-3 Education
This course is designed to examine the foundations, principles, and current research related to the development of curricula for Kindergarten through Third grade, especially in the areas of math, science and social studies. Students will experience an in-depth study of cognitive development of children ages five through age eight including concept development; problem solving; and planning, implementing, and evaluating developmentally appropriate activities in math, science, and social studies. This examination includes the relationship between the physical, social, emotional, and cognitive growth and development of children as well as curriculum development. Theoretical and practical study of teaching methods for students from Kindergarten to Grade 3 will be addressed.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisites Required: EDUC 303, EDUC 317

EDUC 350 (3 cr hrs)
Computer Applications in Education
The purposes of the course are to ensure that class members have proficiency in creating documents using word processing, calculating using the spreadsheet, and searching using the database; to familiarize the students with a variety of the best software programs currently available in their area; to show the students how these programs can be applied in the classroom; and to have the students apply useful utility programs to improve the learning process.

EDUC 365 (3 cr hrs)
Child Abuse and Neglect Detection
The content of this course will cover a broad range of topics dealing with child abuse and neglect issues as related to the public schools, the juvenile justice system, and the community at large. The course will emphasize the relationship between child abuse and juvenile delinquency. A further emphasis will be placed on equipping the student to obtain competent detection and reporting skills, skills dealing with the treatment of victims, and the prevention of abuse and neglect.
EDUC 400 (3 cr hrs)
Professional and Collaborative Practices
This course provides a comprehensive overview of the professional practices associated with teaching today. It is an interdisciplinary approach (incorporating the current political, economic, legal, social, and cultural aspects in education today) designed to provide pre-service teachers with a clear understanding of the teaching profession and the practices, issues, and controversies confronting American education today. Resume writing, interview skills, and an electronic portfolio will be completed during this course to prepare candidates for potential career opportunities. The course will provide novice educators with a broad understanding of how the relationships between students, parents, and community impact the overall educational experience for students. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children.
Prerequisite Required: Admission to Teacher Education

EDUC 402 (3 cr hrs)
Developmental Curriculum in Early Childhood Education
This course prepares students to plan a developmentally appropriate curriculum and environments for children ages birth-8 years of age. Topics include learning environment design, writing goals and objectives, lesson plans, and daily schedules. Content and methods for planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development are included as well as experience in the production of materials to be used in early childhood programs.
Prerequisites Required: Admission to Teacher Education, EDUC 305, EDUC 317 (or Corequisite)

EDUC 403 (3 cr hrs)
Diagnostic and Remedial Reading
This course addresses the assessment of individual learners' reading skills and the appropriate interventions to facilitate further skill development. Candidates will learn to administer and interpret diagnostic assessments, identify potential causes and effects of reading problems, utilize remedial interventions, and apply management procedures (grouping strategies, book leveling systems, multi-dimensional planning) with which classroom teachers may utilize daily. Candidates will apply knowledge of how elementary and special education students differ in their reading development and approaches to learning while creating instructional opportunities directed toward diverse learning needs.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite), EDUC 334 or EDUC 434

EDUC 405 (3 cr hrs)
Diagnostic and Remedial Mathematics
This course addresses the assessment of individual learners’ math skills, and the appropriate interventions to facilitate further skill development. Learning theory and interventions for assisting students with mathematics skill development are explored. Candidates will recognize the importance of knowing students’ individual needs, focusing on differences among individual students, and fostering active engagement in the learning process.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 409 (3 cr hrs)
Recertification Student Teaching
This course is designed for those persons whose teaching certificate has expired for longer than five (5) years. The course will provide the opportunity for the person to spend a minimum of three (3) weeks in a K-12 classroom to become reacquainted with students and classroom procedures. EDUC 409 will fulfill the State Department of Education Practicum requirement for renewal of an expired certificate.

EDUC 410 (3 cr hrs)
Elementary Student Teaching
This is a practical application of the principles of learning in the classroom with a progressive introduction into full teaching responsibilities at the elementary level. Students teach full-time for four to sixteen weeks.
EDUC 411 (3 cr hrs)
Secondary Student Teaching
This is a practical application of learning principles in the classroom with a progressive introduction into full teaching responsibilities at the secondary level. Students teach full-time for four to sixteen weeks.

EDUC 412 (3 cr hrs)
Early Childhood Student Teaching
This provides observations, laboratory and teaching experience in directing the learning activities of children in Pre-kindergarten through grade three (3). During the student teaching experience, the student applies the theories and principles of learning and instruction. Students teach full-time for four to sixteen weeks.

EDUC 413 (3 cr hrs)
Middle Level Student Teaching
This is practical application of learning principles in the classroom with a progressive introduction into full teaching responsibility at the middle level. Students teach full-time for four to sixteen weeks.

EDUC 414 (1 cr hrs)
Practicum in ESL
The course consists of a 45 contact hour practicum that will reflect upon cultural practices, nurture, and mentor cultural diversity. It will identify and reflect upon ways to support and accommodate all learners, practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum, assess his/her strengths and weaknesses in the birth through Grade 12 setting and formulate ways to re-mediate potential problems, reflect on the practicum experience in a written reflective journal, observe, plan, and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a birth through grade 12 setting, demonstrate collaboration skills necessary to be an effective member of a team, adhere to state and federal legislation along with professional and ethical code.

Prerequisite Required: EDUC 318
Corequisite Required: EDUC 324

EDUC 415 (2 cr hrs)
Drug Use and Abuse
This course is a study of the different types of drugs that are prevalent in our American society. Emphasis will be placed on the origins of drug-taking behavior, the problems that drugs create in society, and the allure that drugs have in American culture today.

EDUC 416 (3 cr hrs)
Teaching Grammar to Non-Native Speakers
Teaching Grammar to Non-Native Speakers explores English grammar and the key difficulty areas for non-native speakers. This course focuses on the rules of the English language, error correction, and teaching techniques for K-12 students. It examines ways to prepare our English Language Learners to be academically successful in reading, writing, listening, and speaking with practical and theoretical knowledge about English and teaching.

Prerequisite Required: Admission to Teacher Education

EDUC 417 (3 cr hrs)
Second Language Acquisition
Second Language Acquisition is the field of study examining how people learn second languages as children and as adults. After examining the history of the field, this course will consider social contexts in learning languages as well as psychological and educational considerations. This broad overview of second language acquisition will prepare future teachers to address linguistic, social, and psychological factors while working with English Language Learners (ELLs).

Prerequisite Required: Admission to Teacher Education
EDUC 418 (2 cr hrs)
Assessment and Evaluation of English Language Learners
This course emphasizes the awareness of the role of the teacher in assessment and evaluation of English Language Learners (ELL) and his/her impact on an ELL's learning via procedures and practices that utilize assessment results to inform instruction. A major focus of the course will be on intimately linking classroom instruction with the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess the content knowledge of English Language Learners. Key pre-service assessment knowledge and skills, as delineated by the Nebraska Department of Education, will also provide direction in terms of preparation of pre-service teacher candidates for both the Nebraska State Assessment System, as well as any additional federal government expectations concerning assessment and evaluation of English language Learners.

Prerequisite Required: Admission to Teacher Education, EDUC 317

EDUC 420 (1 cr hrs)
Student Teaching Seminar
This seminar will provide student teachers with mentorship during the student teaching semester. Workshops for portfolio development and completion of the Instructional Analysis Project will be included, as well as, the activities that were a part of student teaching call backs (mock interview, certification paperwork, preparation for the job search, etc.).

Prerequisite Required: Admission to Teacher Education

EDUC 423 (3 cr hrs)
Methods and Curriculum Design in the English as a Second Language Classroom
The course is designed to identify and explain linguistic, psycholinguistic and pedagogical theories about the teaching of listening, speaking, reading and writing skills in English as a second language (ESL). The course will focus on cultivating an awareness of English-language learners' cognitive, affective, and linguistic needs when selecting ESL methods and strategies for teaching. Application of the knowledge of language acquisition and language skill development to provide instruction that promotes acquisition of communicative language skills and literacy will be developed and practiced. Students will develop lesson plans that demonstrate appropriate use of language proficiency standards (ELPS), ESL pedagogy, and materials

Prerequisite Required: Admission to Teacher Education
Corequisite Required: EDUC 314

EDUC 424 (3 cr hrs)
Coordinating Techniques
This course addresses the foundations and scope of current and projected career and technical cooperative education programs and general studies work experience. Emphasis is placed on coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education.

Prerequisite Required: Admission to Teacher Education

EDUC 425 (3 cr hrs)
Middle Level Teaching Methods
This course is designed to provide students with a background in the curriculum, history, and philosophy of the middle level grades. It will also investigate the organizational structure, team planning and collaboration techniques, and teacher-student advising situations that are unique to the middle level.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisite Required: EDUC 304

EDUC 426 (3 cr hrs)
Seminar in Educational Studies
Through this course, students are provided the opportunity to integrate their understanding of educational concepts, processes, and instructional strategies learned throughout the program. Students are required to complete a project that demonstrates their ability to apply this knowledge to their chosen career. This course serves as the capstone experience for students pursuing the Educational Studies degree.

Prerequisite Required: Admission to Teacher Education
EDUC 428 (3 cr hrs)
Organization and Administration of Early Childhood Education
This course covers the policies, procedures, and responsibilities for the administration and organization of early childhood education programs. Key topics include program goal setting, facilities utilization, budget and finances, record keeping, curriculum implementation, staff relationships and training, parent and community involvement, federal, state and local agencies and licensing, and relevant national trends and their effect on early childhood programs. Early Childhood Professional Ethics and Standards will be infused throughout the course.
Prerequisite Required: Admission to Teacher Education

EDUC 430 (3 cr hrs)
Differentiated and Integrated Curriculum for the Elementary and Middle Level Environment
This course investigates strategies of differentiation and prepares candidates to develop meaningful tools for integrating standards-based lessons that meet the needs of all learners. Multiple modes of instruction will be explored to support diverse classrooms. Emphasis will be placed on creating instruction that utilizes multiple intelligences, learner preferences, and student readiness levels in order to differentiate the content, process, and product in a student-centered learning environment.
Prerequisites Required: Admission to Teacher Education, EDUC 325 or EDUC 337

EDUC 434 (3 cr hrs)
Content Literacy Across the Curriculum
This course is designed to complement the quest for learning at the level presented at Peru State College by preparing teacher candidates to be exemplary professional leaders in the field of education relative to effectively teaching content literacy related to reading, writing, speaking, listening, viewing and technology in their respective content areas. Collaborative, as well as personal reflection for the purpose of independent critical thought, will be implemented and utilized on multiple theories and best practices in the teaching of content literacy in all content areas to a diverse student population. An emphasis on instructional strategies related to trait-based reading, informational text, process and technical writing, speaking, listening, viewing, and technology as they apply to standards and assessments for improving students' content literacy, will be collaboratively and personally explored, analyzed, and evaluated for the purposes of effective implementation in lesson design. The focus will also include both assessment of learning and assessment for learning, in terms of each of these areas of content literacy.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)

EDUC 438 (3 cr hrs)
Professional Collaboration with Parents and Families
This course is designed to explore and develop skills needed for effective collaborative programs and practices to address diversity and social issues of special and at-risk populations. Course activities will build students' skills in developing, implementing, and evaluating collaborative programs across educational, family, and community contexts. Emphasis will be placed upon learning theories and techniques of establishing effective communication, conferencing skills, and collaborating with parents to foster a supportive educational environment for all students. Students will explore the changing nature and definition of the American family, and how culture influences the relationships of teachers, students, and parents, which can impact the overall educational experience for students.
Prerequisite Required: Admission to Teacher Education