

Department of Teacher Education and Family Development

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Faculty:

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DEGREES OFFERED

Nationally Recognized Programs in Elementary Education, Special Education, and Secondary Education

The Beverley Taylor Sorenson College of Education and Human Development's Professional Teacher Education Program (PTEP) is currently accredited through the National Council for Accreditation of Teacher Education (NCATE) until December 31, 2008. At the present, the Professional Teacher Education Program (PTEP) are candidates seeking accreditation through the Teacher Education Accreditation Council (TEAC).

Bachelor of Arts/Bachelor of Science

Elementary Education
Special Education Mild/Moderate Dual Major
Early Childhood Development Emphasis
Family Life and Human Development-Family Development Emphasis

Areas of Specialization

Elementary Education Art
English as a Second Language
Elementary Early Childhood Education
English/Language Arts Elementary Education
Elementary Education Music
Elementary Education Science Education
K-8 Mathematics Elementary Education



Elementary Integrated Studies

(These areas of specialization only apply to Elementary Education Majors)

Non-Teaching Minors

Early Childhood Development
Family Services

DEPARTMENT STATEMENT

As professional members of a life-long community, the department's mission is to prepare compassionate and reflective teachers who value diversity and excellence, promote creative and critical thinking, and celebrate learning.

GOALS OF THE DEPARTMENT OF TEACHER EDUCATION AND FAMILY DEVELOPMENT

The goals of the department are to develop teachers/educators who:

- ✓ Are academically competent in subjects they are to teach.
- ✓ Have a broad background of general education and appreciate the value of both liberal arts and science in modern society.
- ✓ Have a working knowledge of psychology and human development, especially as it relates to teaching and understanding students.
- ✓ Have a practical knowledge of the historical and philosophical foundations of education.
- ✓ Have a sincere belief in the dignity of the individual and have compassion and empathy.
- ✓ Have a working knowledge of effective classroom management and the skills of teaching.
- ✓ Realize that teaching is both an art and a science.
- ✓ Realize that America is a culturally diverse society and has a commitment to multiculturalism and pluralism.
- ✓ Provide students with action based, experience rich learning opportunities.

MAJORS

The department offers degrees and majors in Elementary Education and dual licensure in Special Education Mild/Moderate and correlates with other SUU departments in training students for elementary and secondary education licensure.

AREAS OF SPECIALIZATION

Seven (7) Areas of Specialization are offered to Elementary Majors that support this Major. Areas of Specialization currently offered include the following: (See the sections that describe the specifics of each Area of Specialization.)

1. Elementary Education Art Area of Specialization
2. English as a Second Language (ESL) Area of Specialization
3. Elementary Early Childhood Education Area of Specialization
4. English/Language Arts Elementary Education Area of Specialization
5. Elementary Education Music Area of Specialization
6. Elementary Education Science Education Area of Specialization
7. K-8 Mathematics Elementary Education Area of Specialization
8. Elementary Integrated Studies Area of Specialization

An approved area of specialization is required for elementary education majors, as listed above. To teach in grades 7 and 8, a secondary teaching minor is required. Approved minors are outlined in the various program sections of this catalog. Students are strongly encouraged to consult their advisor before making course-work selections.

THE ELEMENTARY BLOCK PROGRAM

The Elementary Block program at Southern Utah University is a unique combination of methods classes and field-based experience. Teacher candidates enrolled in the Elementary Block will be required to commit to a full day of course work and practice.

Teacher candidates need to be aware of the commitment and preparation required to be successful as a public school teacher. Due to the limited enrollment in the Elementary Block, it is necessary for teacher candidates to make advance application for entry into this Block one semester prior to enrollment. Applications are available in the Teacher Education Office. (OM 211 - Sign-up dates are posted).

The Block consists of eighteen credit hours of methods instruction including a three credit hour segment of field based practicum. The methods courses include: methods of science, social studies, mathematics, language arts, and a management course.

The practicum portion of the Block includes a.m. and p.m. sessions at a local elementary school and a one-week field experience outside of the Cedar City area in a multi-cultural school setting. This one-week practicum experience is held in Clark County, Nevada; Salt Lake City, Utah, or other location as determined. Teacher candidates travel for these practicum experiences at their own expense.

These practicum's, the observations, and experiences become the focal point of the methods instruction in the methods portion of the Block. Clinical practice success has improved as a result of the Elementary Block program. Secondary and Special Education have also adopted the Block format as a result of this success.

Prior to enrollment in the Elementary Block, teacher candidates must be admitted to the Teacher Education program; all required elementary education classes must be completed, and 100% of major/minors/areas of concentrations must be completed.

SUU'S READING/LITERACY CENTER

The Reading/Literacy Center is sponsored by the Department of Teacher Education and Family Development as an integral practicum component of undergraduate and graduate courses in the assessment and remediation of reading/literacy difficulties. Community members make use of the Center's services, which provides diagnostic and ongoing assessment, technology assisted instruction, and strategic intervention for reading and literacy.

SPECIAL EDUCATION (MILD/MODERATE) DUAL-MAJOR

1. Statement of Philosophy

Individuals and society benefit when all of its members are educated to their fullest potential and are free to associate with each other. The notion of Least Restrictive Environment (LRE) is both a legal principle and an educational strategy that produces desirable social effects. The legal principle assures that a student with disabilities will receive an appropriate education and thus be included with peers without disabilities. As an educational strategy LRE enhances individual potential through appropriate education. Appropriate education thus will mitigate the effects of the disability by decreasing stigma, and thereby increasing associational rights, individual opportunity and potential.

Inasmuch as persons with disabilities live in the same world as persons without, judgment of educational needs must be a shared commitment of the educational community. This judgment and subsequent intervention requires a collaborative effort among educators and thus a different pre-service emphasis is warranted. Including students with disabilities in general education classrooms with the aid of education and management adaptations is a viable alternative to traditional "pullout" special education programs. Students with mild/moderate disabilities thus remain included with

all students as much as possible and receive appropriate services through collaboration between special and general educators.

To facilitate inclusion with a collaboration emphasis, all students wishing to certify in Mild/Moderate Special Education at SUU must also be certified in elementary or secondary education.

Students planning to teach students with mild/moderate learning, behavioral, or intellectual disabilities must complete the major in mild/moderate special education in addition to either the Elementary Major or the Secondary Education Licensure.

2. Admission to the Mild/Moderate Special Education program

The SUU Mild/Moderate Special Education program is a very carefully sequenced program. The program is limited to 35 students per group who start each sequence of classes. New sequences of classes start each fall semester.

Admission to the SUU Mild/Moderate Special Education program is contingent on the following:

- a. Admission to the SUU Elementary Education Department.
- b. Completion of SPED 3030 with a grade of "B" or better.

Continued enrollment in the Mild/Moderate Special Education program is contingent on the maintenance of a "B" grade or better in all classes in the program. Application materials and further information regarding this program may be obtained by contacting the Teacher Education Department at 586-7802 (OM 211).

3. Licensure

To teach students with mild/moderate disabilities in the state of Utah, the Mild/Moderate Special Education Credential is required of students at SUU as well as a credential in either elementary or secondary education. The Mild/Moderate Special Education Credential permits the holder to teach students with mild to moderate learning, intellectual, and behavior disabilities.

4. To Apply for Clinical Practice

See Elementary Education page 24.

5. Specific Elementary Education Clinical Practice Requirements:

To be eligible to complete clinical practice in an elementary school setting, the teacher candidate:

- Must have been officially admitted to the Teacher Education program for at least one full semester
- Must have completed 95 percent of approved elementary major and minor
- Will not register for any other course work during clinical practice
- Will have completed the following courses: Elementary Majors: EDUC 3170; ELED 2010, 3200, 3400, 3535, 3555, 4000; EDRC 3520, 4040; ART 3900/MUSC 3900 and DANC 3900/THEA 3900; SPED 3030; the Elementary Methods Block; MATH 2010 and 2020; Must be assigned a mentor teacher and must work in a classroom under the direction of the assigned mentor teacher

***No teacher candidate will receive credit for clinical practice while employed by a school district, other than an SUU approved internship.**

6. Specific Special Education/Dual Major Clinical Practice

Requirements:

To be eligible to complete clinical practice in a special education school setting, the teacher candidate:

- Must have been officially admitted to the Teacher Education program for at least one full semester
- Must have completed all requirements for the Major in Elementary Ed or Academic Major for Secondary Ed
- Will not register for any other course work during clinical practice
- Will have completed the following courses:
- Required Courses: SPED 4100, 4110, 4120, 4130, 4145, 4160, 4170, 4185

*No teacher candidate will receive credit for clinical practice while employed by a school district, other than an SUU approved internship.

VITAL COMPONENTS OF THE PROFESSIONAL TEACHER EDUCATION PROGRAM (PTEP)


The nationally accredited (TEAC) Elementary and Special Education programs at Southern Utah University are committed to preparing high-quality, professional educators and has initiated a Professional Teacher Education Program to assist teacher candidates achieving graduation and teacher licensure. The information below outlines the Professional Teacher Education Program and identifies key benchmarks.

ADMISSIONS

Refer to Admissions section in College of Education page 20.


PRE-PROFESSIONAL STUDIES

(Benchmarks for advancement to Professional Studies)

- Completion of Professional Growth Plan (if required)
- Completion of ELED 2010-Teaching Process Lab
- Completion of ELED 3200-Elementary Educational Psychology
-  Completion of SPED 3030- Educating Exceptional Students
- Initial Candidate Professional Portfolio Artifact
- Instructor Evaluations
- Initial Teacher Work Sample (TWS) #1a
- Disposition/Values Assessment
- Criminal Background Check Clearance

PROFESSIONAL STUDIES

(Benchmarks for advancement to Instructional Studies)

-  Completion of EDUC 3180-Educational Decision Making
- Completion of ART/MUSIC 3900, THEA/DANC 3900, MATH 2010, MATH 2020
- Completion of EDRG 3520 – Teaching Reading in Elem. School
- Initial Teacher Work Sample (TWS) 1b
- Disposition/Values Assessment
- Digital Portfolio Assessment
- Instructor Evaluations
- Selected Program-Course of Studies (Major/Minor)
- Admission to Teacher Education Program
- Completion of Professional Growth Plan (if required)

INSTRUCTIONAL STUDIES

(Benchmarks for advancement to Integrative Studies. Must be admitted to Teacher Education Program to take these courses.)

- Completion of EDRG 4040-Assessment/Instruction in Reading
- Completion of ELED 3400-Multicultural Education & ESL
- Completion of ELED 3535-Curriculum Development & Implementation for Elementary Teachers
- Completion of ELED 3555-Instructional Planning, Delivery, & Assessment for Elementary Teachers
- Completion of ELED 4000-Creative Arts Integration in Elementary Education
- Overall GPA of 2.75 or higher (3.0 in Professional Ed Courses)
- Instructor Evaluations
- Focused Teacher Work Sample (TWS) #2
- Digital Portfolio Assessment
- Disposition/Values Assessment
- Selected Program-Course of Studies (Major/Minor)
- Completed Application to Elementary or Special Education “Block Programs”
- Passing Score-Praxis Content Exam
- Completion of Professional Growth Plan (if required)

INTEGRATIVE STUDIES & CLINICAL PRACTICE

(Benchmarks for advancement to clinical practice. Must be admitted to Teacher Education Program to take these courses.)

- Completion of ELED 3460-Methods of Language Arts
- Completion of ELED 3470-Methods of Mathematics
- Completion of ELED 3480-Methods of Science, PE and Health
- Completion of ELED 3490-Methods of Social Studies
- Completion of ELED 3570-Motivation and Management of Diverse Instructional Environments for Elementary Teachers
- Completion of ELED 4500-Public School Practicum
- Disposition/Values Assessment
- Instructor Evaluations
- Instructional Teacher Work Sample (TWS) #3
- Praxis Principles of Learning and Teaching (PLT) Exam
- Digital Portfolio Assessment
- Completed Application for Clinical Practice
- “Block” Instructors’ Recommendations for Clinical Practice
- Admission to Clinical Practice
- Overall GPA of 2.75 or higher (3.0 in Professional Education Courses)
- Completion of Professional Growth Plan (if required)

(Benchmarks for completion of Clinical Practice and Program Exit)

- Overall GPA of 2.75 or higher (3.0 in Professional Education Courses)
- Completion of ELED 4980
- Completion of ECED 4980 (if required)
- Completion of SPED 4980 (if required)
- Completion of Academic 4980 (if required)
- Supervisor/Mentor Clinical Practice Evaluations
- Integrated Teacher Work Sample (TWS) #4
- Digital Portfolio Assessment

- Disposition/Values Assessment
- Graduation and Licensure Check
- Exit Interview
- Graduation
- Recommendations for Licensure

LICENSURE BY THE UTAH STATE OFFICE OF EDUCATION

Level One Licensure

- Entry Level Licensure-Utah State Office of Education
- Praxis Content Test Score
- Professional Portfolio Assessment by Utah State Board of Education Committee
- Teacher entry year mentor and supervisor evaluations
- Graduate Follow-up Questionnaire
- Teacher Supervisor Questionnaire

Level Two Licensure

- Score of at least 160 on Praxis PLT Exam
- Passing score on the Praxis Content Test
- Professional Educator Level Licensure-Utah State Office of Ed
- Professional Portfolio Assessment by Utah State Board of Education Committee & School District Teaching Evaluations
- Utah State Office of Education Licensure and/or recertification points.

Level Three Licensure











- NBPTS Certification
- Doctoral Degree

DEGREE REQUIREMENTS





Elementary Education Bachelor of Art/Bachelor of Science	
Course Number and Title	Credits
General Education Core (see Chapter 14)	
Core Course Requirements	17-18
Knowledge Areas Requirements - (The following are strongly recommended for all Elementary Education Majors: FLHD 1500, BIOL 1010/1015 or BIOL 2000, MATH 1050, and GEO 1110/1115)	19
University Requirements	
BA Degree – Foreign Language/ASL Requirement (16 hours or proficiency test) BS Degree – Math or Science minimum requirement (12 hours)	
Required Courses (3 hours)	
EDUC 3000 Prin. of Teaching & Learning	3
Pre-professional Studies Requirements (6 hours)	
ELED 2010 <i>COURSE DELETED</i>	0
ELED 3200 Elementary Educational Psychology	3
SPED 3030 Educating Exceptional Students	3
Professional Studies Requirements (18 hours)	
EDUC 3170 Instructional Technology for Educators	3
ART 3900/MUSC 3900 Visual and Performing Arts	3
THEA 3900/DANC 3900 Visual and Performing Arts	3

MATH 2010 Math for Elementary Ed I	3
MATH 2020 Math for Elementary Ed II	3
EDRG 3520 Teaching Reading in Elem School	3
Instructional Studies Requirements (12 hours)	
<i>Teacher Candidates must be admitted to the Elementary Education Department to take the following courses (See Admission Requirements in the College of Education section page 22.)</i>	
EDRG 4040 Assessment/Instruction in Reading	3
ELED 3400 Educating Diverse Populations	3
ELED 3535 <i>COURSE DELETED</i>	0
ELED 3555 Planning, Delivery & Assess.	3
ELED 4000 Creative Arts Integration in Elem Education	3
Integrated Studies Requirements (27 hours)	
<i>Teacher Candidates must be admitted to the Elementary Education Department to take the following courses (See Admission Requirements in the College of Education section page 22.)</i>	
ELED 3460 Methods of Language Arts	3
ELED 3470 Methods of Mathematics	3
ELED 3480 Methods of Science, PE & Health	3
ELED 3490 Methods of Social Science	3
ELED 3570 Elem. Classroom Management	3
ELED 4500 Practicum/Induction Seminar	3
ELED 4980 Elementary Student Teaching	9
Other Electives	
Electives (includes completing of Area of Specialization)	17
<i>Note: Students are strongly encouraged to consult their advisor before making course work selections.</i>	
Total Credits, B.A. or B.S. degree	120


Special Education Mild/Moderate Dual Major Bachelor of Art/Bachelor of Science	
Course Number and Title	Credits
General Education Core (see Chapter 14)	
Core Course Requirements	17-18
Knowledge Area Requirements (FLHD 1500, MATH 1050, BIOL 1010/1015, or BIOL 2000 and GEO 1110/1115 are strongly recommended for Elementary Education Majors)	19
University Requirements	
BA Degree – Foreign Language/ASL Requirement (16 hours or proficiency test) BS Degree – Math or Science minimum requirement (12 hours)	
Required Courses (3 hours)	
EDUC 3000 Prin. of Teaching & Learning	3
Core Requirements (hours vary)	
Complete either the Elementary Education major component (68 hours) or the Secondary Education major and licensure component requirements (hours vary according to discipline)	
Instructional Studies (9 hours)	

<i>Teacher Candidates must be admitted to the Teacher Education Department to take the following courses (See Admission Requirements in the College of Education section page 22.)</i>	
 SPED 4100 Programming & Management	3
 SPED 4110 Special Education Law	3
 SPED 4120 Appl. Behav Analysis & Manag.	3
Integrated Studies (18 hours)	
<i>Teacher Candidates must be admitted to the Elementary Education Department to take the following courses (See Admission Requirements in the College of Education section page 22.)</i>	
 SPED 4130 Curriculum Strategies	3
 SPED 4145 Collaboration & Transition	3
 SPED 4160 Report Writing	3
 SPED 4170 Issues in Special Education	3
 SPED 4185 Practicum/Induction Seminar	3
 SPED 4980 ELED/SPED Student Teaching	9
 SPED 4981 SCED?SPED Student Teaching	9
<i>Note: Students are strongly encouraged to consult their advisor before making course work selections.</i>	
*Because of the intensive nature of the Dual-Major, additional time may be needed to complete all requirements.	
Total Credits, B.S. degree (Elementary Education Major component)	135
Total Credits, B.S. degree (Secondary Education Licensure component)	Varies


FACS Education Composite	
Course Number and Title	Credits
FLHD Core (35 hours)	
FLHD 1000 Foundations & Philosophies	2
FLHD 1210/20 Intro to Apparel Selection & Construction/Lab	3
*FLHD 1500 Human Development Through the Lifespan	3
FLHD 1950 Introduction to Interiors	3
*FLHD 2400 Marriage & Family Relations	3
FLHD 2610/11 Intro to Child Care & Guidance/Lab	3
*FLHD 2700 Consumerism & Family Finance in American Society	3
FLHD 3500 Home, Family, & Resource Management	3
FLHD 3610/20 Play & Advanced Guidance/Lab	3
FLHD 3700 Principles of Effective Parenting	3
*NFS 1020 Scientific Foundations of Human Nutrition	3
NFS 1240/41 Culinary Arts/Lab	3
FCS Education Major (35 hours)	
FLHD 2220 Apparel Construction Techniques	3
FLHD 2950 Housing & Equipment	3
FLHD 3240 Textiles & Lab	3

FLHD 4210 Advanced Construction/Flat Pattern Design	3
FLHD 4900 Curriculum Development	5
NFS 2020 Nutrition in the Lifecycle	3
NFS 4200/10 Food Science/Lab	5
*CHEM 1110/15 Elementary Chemistry/Lab	4
CHEM 1120/25 Elementary Organic Biochemistry/Lab	6
Licensure (32 hours)	
 EDUC 3000 Prin. of Teaching & Learning	3
 SCED 2010 <i>COURSE DELETED</i>	0
 SPED 3030 Educating Exceptional Students	3
 EDUC 3180 Educational Decision Making	3
SCED 3200 Secondary Educational Psychology	3
SCED 3570 Motivation & Management	3
SCED 3590 Instructional Planning	3
SCED 3720 Content Area Literacy	2
SCED 4520 Practicum	3
SCED 4980 Secondary Clinical Practice	7
FLHS 4980 FCS Clinical Practice	2
Total Education Courses	32
Total Hours	102
<i>*These courses may satisfy GE requirements.</i>	
Note: Please see academic advisor for suggested electives and general education courses. Also, note that a grade below "C" will not be accepted in the required core courses.	

Early Childhood Development Emphasis Bachelor of Art/Bachelor of Science	
Course Number and Title	Credits
General Education Core (see Chapter 14)	
Core Course Requirements	17-18
Knowledge Area Requirements (must take FLHD 1500, NFS 1020)	19
University Requirements	
BA Degree – Foreign Language/ASL Requirement (16 hours or proficiency test)	
BS Degree – Math or Science minimum requirement (12 hours)	
FLHD Core Requirements (35 hours)	
FLHD 1000 Foundations & Philosophies	2
FLHD 1210 Intro to Apparel Selection & Construction	2
*FLHD 1500 Human Development Through the Lifespan	3
FLHD 1950 Introduction to Interiors	3
*FLHD 2400 Marriage & Family Relations	3
FLHD 2610/11 Intro to Child Care & Guidance/Lab	3
*FLHD 2700 Consumerism & Family Finance in American Society	3
FLHD 3500 Home, Family, & Resource Management	3
FLHD 3610/20 Play & Advanced Guidance/Lab	3
FLHD 3700 Principles of Effective Parenting	3


*NFS 1020 Scientific Foundations of Human Nutrition	3
NFS 1240/41 Culinary Arts/Lab	3
PE 1543 Advanced First Aid-Emergency Care (CPR)	1
ECD Major (21 hours)	
FLHD 2650 Child Care Issues	1
FLHD 2660 Child Care Issues Lab	2
FLHD 3200 Child Development: Infancy through Twelve	3
FLHD 3800 Child Care Administration and Management	3
FLHD 3900 Methods of Preschool Curriculum	3
FLHD 4890 FLHD Internship	3
 SPED 3030 Educating Exceptional Students	3
NFS 2120 Nutrition of the Infant and Child	3
ECD Elective Courses (select a minimum of 27 hours)	
Choose 28 credits from the following:	
BA 1010 Intro to Business (3)	
ART 3900 Art for Elementary Teachers (1.5)	
DANC 3900 Creative Movement for Children (1.5)	
FLHD 3300 Family Processes and Theory (3)	
FLHD 4200 Family Life Education (3)	
FLHD 4890 Internship (1-9)	
FLHD 4880 Child Care Teaching Practicum (4)	
ECED 3930 Teaching Creative Arts in Early Childhood (4)	
LM 4180 Utilization of Literature in the Classroom (3)	
MGMT 3210 Entrepreneurship (3)	
MUSC 3900 Music for Elementary Teachers (1.5)	
PSY 3210 Infant & Child Development (3)	
PSY 3220 Adolescent Development (3)	
PSY 4330 Theories of Learning (3)	
TA 3900 Theatre for Elementary Teachers (1.5)	28
<i>*These courses may satisfy GE requirements.</i>	
Note: Students are strongly encouraged to consult their advisor before selecting coursework. Some courses are only taught one semester per year. Also, note that a grade below "C" will not be accepted in the major or minor courses.	
Total Credits	120

Early Childhood Development Associate of Applied Science	
Course Number and Title	Credits
Recommended General Education (see Chapter 14)	
FLHD 1500 Human Development Through Lifespan	3
NFS 1020 Scientific Foundations of Nutrition	3
ENGL 2010 Intermediate Writing: Selected Topics	3
LM 1010 Information Literacy	1
MATH 1030 Quantitative Reasoning	4
ART 1010 Introduction to Visual Arts	3
HU 1010 Introduction to Humanities	3
ECD Core Requirements (39 hours)	
FLHD 2610/11 Intro to Child Care & Guidance/Lab	3
FLHD 2650/60 Child Care Issues/Lab	3
FLHD 3200 Child Development: Infancy through Twelve	3
FLHD 3610/20 Play & Advanced Guidance/Lab	3

FLHD 3700 Principles of Effective Parenting	3
FLHD 3800 Child Care Administration and Management	3
FLHD 3900 Methods of Preschool Curriculum	3
FLHD 4880 Child Care Teaching Practicum	4
ECED 3930 Teaching Creative Arts in Early Childhood	4
BA 1010 Business & Society	3
NFS 2120 Nutrition of the Infant & Child	3
PE 1543 Advanced First Aid-Emergency Care (CPR)	1
 SPED 3030 (30i) Educating Exceptional Students	3
ECD Electives (Select a minimum of 6 hours)	
*FLHD 2400 Marriage & Family Relations	3
*FLHD 2700 Consumerism & Family Finance in American Society	3
FLHD 3300 Family Processes & Theory	3
FLHD 4200 Family Life Education	3
Total Credits	65
<i>*These courses may satisfy GE requirements.</i>	
Note: Please see academic advisor for suggested electives and general education courses. Also, note that a grade below "C" will not be accepted in the required core courses.	

Early Childhood Development Minor	
Course Number and Title	Credits
Requirements (18 hours)	
*FLHD 1500 Human Development Through the Lifespan	3
FLHD 2610/11 Intro to Child Care & Guidance Lab	3
FLHD 3610/20 Play & Advanced Guidance Lab	3
FLHD 3900 Methods of Preschool Curriculum (Non-Teaching Minors may replace FLHD 3900 with a third elective for a total of 9 elective hours)	3
*NFS 1020 Scientific Foundations of Nutrition	3
NFS 2120 Nutrition of the Infant & Child	3
Select two electives (6 hours)	
Two of the following:	
*FLHD 2400 Marriage & Family Relations (3)	
FLHD 3200 Child Dev.: Infancy through Twelve (3)	
FLHD 3700 Principles of Effective Parenting (3)	
FLHD 3800 Child Care Administration & Mgmt (3)	6
<i>*These courses may satisfy GE requirements.</i>	
Total Credits	24

Family Services Emphasis	
Course Number and Title	Credits
Family Services Major (45)	
FLHD 1000 Foundations & Philosophies of FACS	2
*FLHD 2400 Marriage and Family Relations	3
FLHD 2610/11 Intro to Child Care & Guidance/Lab	3
*FLHD 2700 Consumerism and Family Finance in American Society	3

FLHD 3200 Child Development Infancy through Twelve	3
FLHD 3300 Family Processes & Theory	3
FLHD 3350 Values & Ethics in Family Services	3
FLHD 3360 Divorce & Remarriage	3
FLHD 3370 Cross-Cultural Marriage, Family & Human Development	3
FLHD 3500 Home, Family, and Resource Management	3
FLHD 3700 Principles of Effective Parenting	3
FLHD 4100 Family Problems & Mediation	3
FLHD 4150 Family Coping, Adaption & Resiliency	3
FLHD 4160 Fathering: Scholarship & Invention	3
FLHD 4200 Family Life Education	3
PE 1543 Advanced First Aid-Emergency Care (CPR)	1
Family Services Electives (select a Minimum of 21 hours)	
FLHD 4890 FLHD Internship	1-12
PSY 2200 Psychology of Ethnicity	3
PSY 2370 Intro to Psychology of Gener	3
PSY 3010 Statistics in Psychology (Recommended if going to Graduate School)	3
PSY 3220 Adolescent Development	3
PSY 3230 Adult Development and Aging	3
PSY 3320 Cognitive Psychology	3
PSY 3370 Social Psychology	3
PSY 3400/3401 Experimental Analysis of Behavior/Lab	3
PSY 3410 Research Design (Recommended if going to Graduate School)	3
PSY 3650 Health Psychology	3
PSY 3820 Human Relations in Group Dynamics	3
PSY 4310 Abnormal Psychology	3
PSY 4320 Clinical Neuropsychology	3
PSY 4340 Introduction to Counseling and Psychotherapy	3
PSY 4510/4511 Brain & Behavior Lab	3
PSY 4550 Drugs & Behavior	3
SOC 3610 Juvenile Delinquency	3
SOC 3700 Crime & Society	3
 SPED 3030 Educating Exceptional Students	3
Total Credits	66
<i>Other courses with approval & signature of the advisor or department chair.</i>	

Family Services Minor	
Course Number and Title	Credits
Required General Education	
*FLHD 1500 Human Development Through the Lifespan	3
*FLHD 2400 Marriage & Family Relations	3
Requirements (6 hours)	
*FLHD 2700 Consumerism & Family Finance in American Society	3

FLHD 3700 Principles of Effective Parenting	3
Electives (6 hours)	
Select two electives from the following:	
FLHD 3200 Child Development: Infancy through Twelve (3)	6
FLHD 3300 Family Processes & Theory (3)	
FLHD 3350 Values & Ethics in Family Services (3)	
FLHD 3360 Divorce & Remarriage (3)	
FLHD 3370 Cross-Cultural Marriage, Family, & Human Development (3)	
FLHD 4100 Family Problems & Mediation (3)	
FLHD 4150 Family, Coping, Adaption, & Resiliency (3)	
FLHD 4200 Family Life Education (3)	
<i>*These courses may satisfy GE requirements.</i>	
Total Credits	18
Elementary Education Art Area of Specialization	
Course Number and Title	Credits
Requirements	
*ART 1010 Introduction to Art (General Education Requirement & a Prerequisite for this area)	3
ART 1110 Drawing I	3
ART 1120 Two-Dimensional Design	3
ART 1130 3-D Design or ART 1610 Ceramics	3
ART 2110 Drawing II	3
ART 2410 Painting I or ART 3420 Watercolor	3
ARTH 2720 Art History Survey II or ARTH 2750 Twentieth Century Art	3
Total Credits	18
<i>To be considered Highly Qualified the teacher candidate must pass the PRAXIS II 0133 Content Test at the USOE requirements</i>	

English as a Second Language (ESL) Area of Specialization	
Course Number and Title	Credits
Requirements	
EESL 4300 Foundations of Bilingual/ESL Instruction	3
EESL 4310 Understanding Language Acquisitions and Cognition	3
EESL 4320 Assessment for a Diverse Linguistic Population	3
EESL 4330 Methods & Materials for Bilingual/ESL Classroom I	3
EESL 4340 Integrating Language Acquisition into Content Instruction I	3
EESL 4350 Family/Parent Involvement in Education	3
Total Credits	18

Elementary Early Childhood Education Area of Specialization	
Course Number and Title	Credits
Requirements	
<i>*Admission to the Teacher Education Program is required before taking these courses.</i>	

ECED 3910 Integrated Curriculum & Assessment	3
ECED 3930 Creative Arts in Early Childhood Ed	4
FLHD 3610 Play & Advanced Guidance	2
FLHD 3620 Advanced Preschool Lab	1
FLHD 3900 Methods of Preschool Curriculum (Non-teaching minor may replace ECD 3900 with a third elective for a total of 9 elective hours)	3
*EDRG 4010 Language Acquisition, Early Literacy & Phonics	3
Total Credits	16

MUSC 3380 Symphony Orchestra	
MUSC 1110 Elementary Music Theory I	3
MUSC 1120 Elementary Music Theory II	3
MUSC 1130 Elementary Aural Skills/Sight Singing I	1
MUSC 1140 Elementary Aural Skills/Sight Singing II	1
Total Credits (minimum)	14
<i>To be considered Highly Qualified the teacher candidate must pass the PRAXIS II -133 Content Test at the USOE requirements.</i>	

English/Language Arts Elementary Education Area of Specialization	
Course Number and Title	Credits
Requirements	
ENGL 1120 Introduction to Grammar	3
ENGL 2200 Introduction to Literature & Culture or ENGL 2240 Introduction to Poetry	3
ENGL 2900 Methods of Writing	3
ENGL 3280 Young Adult Literature	3
ENGL 4900 Methods of Teaching English	2
Total Credits	14
<i>To be considered Highly qualified the teacher candidate must pass the PRAXIS II 0041 Content Test at the USOE requirements.</i>	

Elementary Education Science Education Area of Specialization	
Course Number and Title	Credits
Prerequisite Courses	
*BIOL 1010/1015 Introduction to Biology & Lab (General Education Requirement & a Prerequisite for this area)	4
*GEO 1110/1115 Physical Geology & Lab (General Education Requirement & a Prerequisite for this Area)	4
Requirements (20 hours)	
BIOL 2000 Natural History	3
BIOL 2060/2065 General Microbiology & Lab	4
GEO 1500 Hand Sample Rock Identification	2
GEOG 3220/3225 Weather & Climate Lab	4
One of the following courses w/ accompanying lab: PHYS 1010/1015 Elementary Physics & Lab PHYS 1040/1045 Elementary Astronomy & Lab	4
PSCI 2010 Planetary Science	3
Total Credits	20
<i>To be considered highly Qualified the teacher candidate must pass the PRAXIS II 0435 Content Test at the USOE requirements</i>	

K-8 Mathematics Elementary Education Area of Specialization	
Course Number and Title	Credits
Requirements	
MATH 1040 Statistics	4
MATH 1060 Trigonometry	3
MATH 1210 Calculus I	4
MATH 4900 Methods of Teaching Secondary School Mathematics	3
Total Credits	14
<i>To be considered highly Qualified the teacher candidate must pass the PRAXIS II 0069 Content Test at the USOE requirements</i>	



Elementary Education Music Area of Specialization	
Course Number and Title	Credits
*MUSC 1010 Introduction to Music (General Education Requirement & a Prerequisite for this area)	3
Requirements (14 hours)	
MUSC 0990 Recital Attendance (2 semesters)	0
MUSC 1150 Class Piano I	1
MUSC 1160 Class Piano II or pass piano proficiency exam	1
MUSC 1400 Individual Applied Music Instruction (2 semesters)	2
One of the following for 2 consecutive semesters: MUSC 3320 Band MUSC 3360 Concert Choir	2

Elementary Integrated Studies Area of Specialization	
Course Number and Title	Credits
Requirements (15 hours)	
EESL 4300 Foundations of Bilingual/ESL Instruction	3
EESL 4350 Family/Parent Involvement in Education	3
*EDRG 4010 Language Acquisition, Early Literacy & Phonics	3
*EDRG 4120 Integrated Studies of Children's Literature	3
*SPED 4120 Applied Behavior Analysis & Mgmt.	3
Total Credits	15
<i>*Admission to the Teacher Education Program is required before taking these courses.</i>	