



# Education Department Handbook

Preparing Tomorrow's Teachers Today: Striving for Excellence



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# **Education Department Handbook**

## **I. Mission Statement of the Education Department**

In accordance with the mission of Lincoln University of Pennsylvania and the School of Social Sciences and Behavioral Studies, the Education Department has as its primary goal the preparation of outstanding professional educators to teach in diverse educational settings, in a variety of content areas. Teacher candidate preparation includes the provision of methods which meet the academic and special needs of 21<sup>st</sup> century learners. The department is approved by the PDE and leads to certification for students completing required education course matriculation, student teaching, and Praxis I and II assessment. The department prepares teacher candidates for a technologically-driven, ever-expanding changing and dynamic world by supporting the development of effective instructional strategies for viable learning environments. Under the instruction of quality Lincoln faculty, our candidates will grow to become innovative, caring, and culturally responsive future teachers.

## **II. Philosophy Statement of the Education Department**

Lincoln University's Education Department faculty is committed to providing all teacher candidates with an expanded knowledge base which embraces innovative, imaginative, and progressive teaching experiences, as well as activities, leading toward life-long learning. Our guidance includes an understanding of types of subject matter inquiry, creative instructional activities, and multicultural and diverse perspectives. The Education Department faculty views itself as facilitators of learning, knowing that we are always open to learning ourselves. We use assessment analysis, teacher reflection, and student feedback to inform our instructional practices. We use collaborative strategies as we listen to everyone's voice in the teaching and learning process. Our purpose and goal is to provide our student with theory, knowledge, opportunities, and competencies whereby they create viable learning environments designed to advance effective future learning communities.

## **III. Admission to the Teacher Preparation Program**

Upon the completion of the following requirements, students are formally admitted to the Teacher Education Program. The completed and signed Declaration of Major Application form which is on the registrar's web-site and available in the Education Department office is recorded in the Registrar's Office with the signature of the Advisor, Department Chair and Dean of Social Science and Behavioral Studies. A letter is sent to the teacher candidate to congratulate him/her on meeting the admission requirement to the Teacher Preparation Program. Teacher candidates working towards cognate/ content area certification must have the signature of the Cognate Area

Chair as well as the Education Department Chair and meet the following requirements' as mandated by the Education Department and PDE.

- Teacher candidates must state a strong desire to become a classroom teacher.
- Teacher candidates must have a cumulative G.P.A. of 3.0 or higher.
- Teacher candidates must have completed 48 credits.
- Teacher candidates should pass EDU.201 (Introduction to Education) in the first semester of his/her sophomore year with a B or better.
- Teacher candidates must pass PRAXIS I test prior to formal admission (during EDU 201) to the Education Department.
- Teacher candidates must complete 6 credits of English Compensation and World Literature.
- Teacher candidates must complete 6 credits of Mathematics.
- Teacher candidates must successfully complete all required Developmental courses, e.g. EDU. 097/098, ENG 089/099, MAT 098/099.
- Students must meet the Oral Communications requirement.
- Teacher candidate must participate in the Education Club.
- Teacher candidates must present to the Chair the “Admission to Major” form. Secondary Education majors must apply to their cognate area program also.

Lincoln University offers a teacher preparation program that is approved by the Pennsylvania Department of Education. Candidates who successfully complete all University and Department requirements (coursework, field experiences and student teaching) with an overall GPA of 3.0 and pass Praxis I and II can apply to the State of Pennsylvania Department of Education for teaching certification.

#### **IV. Teacher Preparation Programs**

##### **Programs leading to certification include:**

- ❖ Early Childhood Education (Pre-K- 4<sup>th</sup> Grade)

##### **The Secondary Education Teacher Preparation Programs:**

- ❖ Biology
- ❖ English
- ❖ Foreign Languages (French and Spanish)
- ❖ Health and Physical Education (Grades K – 12)
- ❖ Mathematics
- ❖ Music (Grades K – 12)
- ❖ Social Studies through History, Sociology, Economics & Psychology courses

Major areas of study provide the course work that can lead to certification to teach in Grades 7 – 12<sup>th</sup> in specific cognate areas. Student who major in Secondary Education are required to

complete Education Department requirements as well as courses in the cognate area of certification.

## **V. Advising:**

Each teacher certification has developed an advising sheet outlining the required courses. Students can access each department's advising sheet on the Lincoln University website at [www.lincoln.edu/academicaffairs](http://www.lincoln.edu/academicaffairs). Each academic school (School of Social Sciences and Behavioral Studies, School of Humanities and School of Natural Science and Mathematics) has a list of departments, programs and majors on the web-site. In addition, hard copies of all advising sheets are available in the Education Department and each Department with a teacher certification program...

## **VI. Praxis I Requirement:**

All students intending to apply to the Education Department must satisfy the Praxis I (Reading, Writing and Math) test requirement. Students must register through ETS at [www.praxis.org](http://www.praxis.org). The Education Department provides support through seminars, tutoring and computer based practice. This Praxis I Preparation Seminar is offered each semester requiring the students to commit to the full semester and offers support from registration for the test to the actual testing day. This is a comprehensive support program that requires a full commitment from the student to attend and complete all activities associated with the preparation program.

## **VII. Field Experiences**

### **Pre-Requisites to Field Experiences**

In addition to being matriculated in a specific education course that includes a field component, the pre-service teacher is responsible for having the following clearances in hand **before** the onset of the semester in which they will be in the field:

1. Child Abuse Clearance
2. Criminal Background Check
3. FBI Fingerprinting
4. TB Test Results

These documents may be attained at [www.pde.gov](http://www.pde.gov). Once a candidate has obtained these clearances, it is not necessary to renew them annually until they are in the school district that requires up-dated clearances for student teaching. This will prepare you for employment since all school districts require up-dated clearances that are within the one-year period.

## Field Hours Distribution

### I. Observation: Focused Field 20 hours

- a. EDU 203: Exceptional Child 5 hrs
- b. EDU 205: Professional Communication, Family, Collaboration and Diversity 5 hrs.
- c. EDU 212: Child Development I (Birth-5yrs.) 5 hrs.
- d. EDU 223: Academic Development for Second Language Learners 5 hrs.

### II. Field Exploration- Tutoring: 20 hours

- a. 206: Foundations of Special Education 10 hrs
- b. 220: Assessment II 10 hrs.
- c. 217: Philadelphia Urban School Seminar 80 hrs. (optional)

### III. Pre Student Teaching: 150 hours

#### a. First Semester, Junior Block I – 40 hrs.

- i. 304: Differentiated Reading
- ii. 311: Social Studies Methods
- iii. 315: Science Methods

#### b. Second Semester, Junior Block II – 40 hrs.

- iv. 313: Children's Literature
- v. 312: Math Foundations I: Preschool
- vi. 308: Urban Education

#### c. First Semester, Senior Year Block – 40 hrs.

- vii. 310 : Literacy Development II: Primary – 25 hours
- viii. 314: Math Foundations II: Primary - 25 hours
- ix. 330: Classroom Management

### IV. Student Teaching: 14 weeks

## **The Four Stages of Field Experiences:**

There are four stages of field experience and student teaching. Each one is progressively more intensive and requires the teacher candidate to assume gradually more responsibility. The experiences will take place in collaborative settings to give teacher candidates a flavor for the values, culture, and working styles of learning environments. This includes learning about the socio-emotional and academic traits of students, and gaining experience with the teaming approach to teaching through direct observation and participation in teamwork and collaboration.

### **Stage 1: Observation**

Students are observers in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts. Observations occur in a range of school and early learning settings (e.g., urban, suburban, rural; high and low-performing schools) so that students have a broad experience and learn as much as possible about pre-K through 4th grade education learners and pre-K through 4th grade education philosophy.

### **Stage 2: Exploration**

Students work under the teacher's supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures. **Note:** Minimum time requirement for Stages 1 and 2 combined is 40 hours.

### **Stage 3: Pre-student teaching**

This begins the student teaching stage in which candidates teach small groups of students, in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction. **Note:** Minimum time requirement for Stage 3 is 150 hours.

### **Stage 4: Student Teaching**

There is a minimum of 12 weeks full-time student teaching required during which the teacher-candidate is in a full-time classroom setting and attends weekly seminars. The student teaching component of approved programs involves Lincoln University faculty with knowledge and expertise in the certification area being pursued by a teacher candidate. Classroom mentor teachers (also called cooperating teachers), under whose direct supervision the student teachers

work, are selected by the university, and have appropriate certification. There are guidelines that establish a time frame for the teacher candidates to assume the full responsibility of classroom instruction and management. Most teacher candidates assume full classroom responsibility for the last 3 – 4 weeks of the student teaching experience.

### **VIII. Student Teaching:**

#### **Pre-requisites:**

1. Complete the Student Teaching application by Oct 1 or Feb. 1 one year prior to placement
2. Complete all program and university course requirements
3. Maintain a 3.0 GPA or higher
4. Show evidence of passing Praxis I
5. Show evidence of registering for Praxis II
6. Show evidence of up-to-date clearances for Criminal Background Check, Child Abuse Clearance, Finger-printing and “TB” testing.
7. Complete all field experience requirements

#### **Requirements:**

Student teaching is a full semester during which the pre-service teacher is in a classroom setting following the daily schedule of the cooperating teacher. Students must complete a time sheet and lesson plans. Pre-service teachers will assume all duties of the cooperating teacher in order to develop their instructional planning, knowledge of instructional strategies that meet the needs of all students, classroom management and their own professional development and teaching disposition. Pre-service teachers are to maintain a journal of events, activities and reflections in order to share at the Seminar and interact with and learn from their peers and the Director of Student Teaching.

### **IX. Exit Criteria:**

#### **Baccalaureate Degree Exit Criteria Leading to Teacher Certification in Pennsylvania**

- ❖ 3.0 cumulative G.P.A. Minimum
- ❖ Successful completion of all University course requirements
- ❖ Successful completion of all Department course requirements
- ❖ Successful completion of PRAXIS I
- ❖ Successful completion of EDU 401 and EDU 420/422

### **X. Procedures for Applying for Pennsylvania Teacher Certification**

The Pennsylvania Department of Education is in the process of moving towards electronic applications for teacher certification. At this time, both electronic and paper applications are to be used. Please check the PDE website for the application process at [www.education.state.pa.us/](http://www.education.state.pa.us/) TIMS (Teacher Information management System.) Students need to work directly with the Education Department Chairperson, Dr. Joanne R. DeBoy, who is the Certifying Officer for Lincoln University while applying for certification.

Upon awarding of the degree the graduate must apply for certification by securing an application (on-line or hard copy) for certification from the Lincoln University Education Department, completing it and submitting it to the department for review and approval of the Chair of Education; the Certifying Officer then submits the application to the Commonwealth of Pennsylvania Department of Education. Certification is usually granted within two months of application to PDE

***Instructional I*** (Provisional) certificate is valid for six years of teaching in the area for which it is endorsed. It is issued to applicants who:

- possess a baccalaureate degree
- successfully complete a PDE approved teacher certification program
- submit scores on the PRAXIS that meet the cutoff scores in place at the time of application for certification
- are recommended for certification by the college or university.
- Complete PDE forms 338G and 338 C with \$100.00 money order

***Instructional II*** (Permanent) certification is applied for upon completion of three full contractual years of teaching on an Instructional I certificate as attested to by the chief school administrator of an approved school district and acquisition of 24 PDE-approved post-baccalaureate credits or 150 ACT 48 hours which must be approved by the school district or university. In addition, professional personnel who receive their first Instructional I certificate after June 1, 1987 must, after obtaining their Instructional II certificate, obtain 6 credit hours in PDE-approved in-service Education courses (Act 48), collegiate studies, or studies at other degree-granting institutions (or any combination thereof) every 5 years.

## **XI. Course Descriptions:**

### **EDU 097 Reading and Study Skills 4 credits**

This course is designed to help students utilize their knowledge of language and their past experiences as aids to the comprehension of college textbooks. Students will be expected to develop flexible purposes for reading, analyzing relationships between ideas, developing test-taking and study skills, and increasing their chances for the successful completion of a university curriculum.

### **EDU 098 Critical Reading Skills 3 credits**

This course is designed to develop the student's ability to critically analyze and evaluate what he or she reads, as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature purpose for reading and will be trained in the detection and refutation of a wide variety of logical errors in the writing and speech of others.

### **EDU 102 Oral Communication 3 credits**

This course is designed to improve student participants' ability to communicate orally, using Standard English and to choose between use of vernacular and Standard English according to linguistic appropriateness of particular circumstances. Classroom activities are designed to stimulate a respect for and pleasure in the ability to choose among a variety of linguistic patterns as a means of communication and discussion. Students will be exposed to a variety of vocabulary words, effective presentation skills, skills connected to the "art and science" of communication to enhance their self-esteem, self-worth, and self-concept by using self-awareness concepts to improve their language skills.

### **EDU150 Education and Society 3 credits**

This course is designed to provide knowledge and information necessary for students to evaluate their prior educational and schooling experiences and to pursue lifelong learning in and beyond any discipline. In this course students will analyze the political, economic, and social aspects of schooling through various theoretical perspectives, look at different definitions of "education" narrowly and broadly defined, and evaluate related contemporary issues in schooling.

### **EDU201 Introduction to Education 3 credits**

This course includes an overview of the aims, organization, and procedures to provide a systematic view of the whole field of education. Information is provided regarding the opportunities and requirements in education as a profession. The course also includes information pertaining to the philosophy and history of education and contains material designed for professional orientation of prospective teachers. The course has the expectation of students sitting for and passing Praxis I for acceptance into the Education major as well as all orientation for clinical experiences and student teaching leading to highly qualified, certifiable teacher status for the state of Pennsylvania.

**EDU 202 Educational Psychology 3 credits**

This course views learning from a developmental perspective and is designed to provide an understanding of learning and learning theories; of how learning is affected by growth, experience, language, personality, intelligence, environment, and values; of how one's view of learning affects the teacher-pupil-curriculum interaction in the classroom. In addition, the course examines the impact of a number of psychological theories on teacher and pupil behaviors and on classroom practices and procedures. The course will also provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results.

**EDU 203 Education and Psychology of the Exceptional Child 3 credits**

This course is designed to provide a conceptual framework to understand children with 'exceptional needs.' An overview of current theories, major issues and educational services available for children identified having disabilities under IDEA or gifts and talents under Pennsylvania's regulations. A field experience will provide an opportunity to examine and assess various educational settings where exceptional children are served, identify specific learning disabilities, identify levels of educational giftedness and develop an understanding of what it means to be 'dual identified' in both gifted and special educational contexts. Finally, students will develop an understanding, and become familiar with various educational techniques used to teach the 'exceptional child.'

**EDU 204 Creative Arts in Early Childhood Education 3 credits**

This course acquaints scholars with the basic philosophy concerning art, music and movement in the elementary schools and the principles of creative teaching as they relate to these techniques in art. This course will also train our future teachers to think creatively and encourage young children to make their own visual and creative images of all kinds. This course will also emphasize creativity and process over product.

**EDU 205 Professional Communication/Family Collaboration and Diversity 3 credits**

This course will provide an opportunity for Education majors to improve the oral language skills they will need as a professional. In addition to focusing upon communication skills, this course will provide guidance in communication with students, colleagues, administration, the family, the community and the diversity needed when interacting with all stakeholders.

**EDU206 Foundations of Special Education 3 credits**

This course reviews underlying principles and purposes of special education programs. The thirteen disability categories as defined by the Individual Disabilities Education Act (IDEA, 1997, 2004) will be reviewed in the context of general and special education instructional planning. This course focuses on the integration of special education procedures and processes within inclusive settings. Evidence-based practices to promote effective instruction and support of students with disabilities will be addressed. A mandatory ten hour field experience will provide an opportunity to observe children with or at-risk for disabilities in educational settings. Students will write a report summarizing their observations, explicitly connecting their observations to course content, and reflecting upon how the field experience will inform their professional practice.

### **EDU 207 Sophomore Field Experience 1 credit**

This course is designed to satisfy the requirement for teacher preparation to complete a one-credit field experience, which includes 20 hours of on-site observation, participation in non-teaching duties and completion of a unit consisting of 3 days work with lesson plans for the entire day, one of which will be taught to the class as a microteaching lesson. Classes will meet to present the duties and academic assignments associated with this fieldwork as well as to prepare students for observations including participant observation, notations, journal writing and the use of specific forms for collecting classroom data on classroom instruction, students and their own reflections on the experience.

### **EDU 208 Educational Technology 3 credits**

This course is designed to provide opportunities for students to learn about current technology and methods for instructional use. Investigations of computer-assisted learning, computer-managed instruction, computer literacy, hardware, software, and related technological learning systems will be central in the course. Both classroom and hands-on instruction of educational applications using *New Media* are included. **STUDENTS SHOULD HAVE PRIOR KNOWLEDGE AND USAGE OF MICROSOFT OFFICE SUITE (WORD, EXCEL, AND POWERPOINT) BEFORE TAKING THIS COURSE.** As this is a three credit major requirement, plan to devote at least six (6) hours, **per week**, of practice/study for proficiency in this subject. This course will also utilize Google Apps, the Internet and email to facilitate the dissemination of knowledge and information throughout the semester.

### **EDU 210 Assessment Methods I 3 credits**

This course will provide pre-service teachers with skills in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in early childhood educational settings. The pre-service teacher will be given the opportunity to examine strategies that can be used to identify student challenges and address them through assessment that is effectively aligned with curriculum and instruction. The characteristics of a quality early childhood assessment program will be investigated.

### **EDU 212 Child Development I: Birth – 5 years 3 credits**

This course is designed to be an overview of historical, philosophical, psychological and contemporary influences in the field of early childhood education. This course has a requirement of five (5) field hours, where candidates will have the opportunity to observe in a variety of early childhood settings. Candidates will explore historical, philosophical, social, and cultural antecedents and current research in ECE. Issues like: ECE facilities management, budget, play theory, organization and operation, and administration will be discussed and observed during sophomore field experience. More over, we will study ECE curriculum, brain research, developmental appropriate practices, early reading, and early childhood pedagogy. Issues in developing and implementing high quality ECE will be addressed, including the importance of family, culture, and community, the needs of diverse learners, the role of assessment in early learning, and the support of children's emotional and social well being as essential components of the learning process. Reflective practitioners use research-based inquiry to become competent teachers. Candidates in the ECE program will be expected to act as reflective practitioners.

**EDU 220 Assessment Measures II 3 credits**

This course is designed is a course designed to improve the student's understanding and construction of assessment in academic settings and to assist the students in improving their scores on standardized tests through increased awareness of test-taking strategies and critical thinking. The sociological, psychological, and educational implications of training students in the various techniques of test taking are emphasized. The course will also emphasize how students' attitude toward test taking affects their ability to achieve a higher score on tests. Students will be provided the opportunity to apply techniques across disciplines using simulated and computer materials.

**EDU 221 Literacy Development I: Birth to 5 years 3 credits**

This course is designed to inform and prepare pre-service teachers in an overview that focuses on the vital elements of child language and early literacy development. It will explore literacy development as an active process between children and adults and as a vital part of the social experience of a child. *Strategies* for early literacy for the diverse and inclusive classroom will be strongly emphasized. This course is a pre-requisite for EDU 310 Methods in Language Arts. It will explore the following topics in theory, research and practice: Foundations of early literacy development, Theory and research on child language acquisition: Infants and toddlers, Language development among children of linguistic diversity, Writing, spelling and literacy development, Assessment in pre-school language development, Enhancing language development among children with communicative disorders, Exploring children's use of language: Assessment, Family literacy: fostering language development through school-home connections

**EDU 222 Child Development II: K to 4<sup>th</sup> Grade 3 credits**

This course is designed to provide students with the theories associated with the development of school age children. The course will guide students through child development from K- 4<sup>th</sup> grade.. The intent is to give pre-service teachers an understanding of and an appreciation for the kinds of progress a child can make through early childhood education that will support them through the primary grades. The course will focus on the basic issues in the study of children's development theories and practices. Early childhood education contributes to a child's mental, physical, social-emotional and moral development and enhances their continued progress in the educational system. Pre-service teachers will develop instructional strategies and techniques necessary for educating the school age child.

**EDU 223 Academic Development for Second Language Learners (ELL) 3 credits**

This course is designed to provide pre-service teachers with the knowledge, skills, attitudes, insights and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information society. As accessing information is vital for all learners, teachers will be prepared to facilitate second language learners in the classroom in becoming self-directed to confidently use English in listening, speaking, reading and writing for social and academic purposes. The overall goal is to prepare the pre-service teacher for the drastically changing demographics in our student clientele to effectively create learning communities that service the English language learners and their families for a future of success and lifelong learning. The foundation of this course rests on the current Teachers of English to

Speakers of Other Languages (TESOL) standards, which are included in the National Council for Accreditation of Teacher Education (NCATE) national standards for teacher education.

### **EDU 302 Methods of Teaching Secondary Education 3 credits**

This class examines the methods and techniques of teaching in secondary schools (i.e., high schools and middle schools). Students will be taught methods of classroom management, the use and development of instructional materials, and approaches to guiding the learning experience.

### **EDU 303 Reading in the Content Area 3 credits**

This course will provide a thorough examination of the reading process from a theoretical and practical point of view. Pre-service Teachers will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language and concepts.

### **EDU 304 Differentiated Reading Instruction 3 credits**

This course will provide a thorough examination of the reading process and interventions from a theoretical and practical point of view. Pre-service Teachers will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language and concepts.

### **EDU 307 Junior Field Experience 1 credit**

This course is designed to satisfy the requirement for teacher preparation to complete a one-credit field experience, which includes 20 hours of on-site observation, participation in non-teaching duties and completion of a unit consisting of 4 lessons, one of which will be taught to the class as a microteaching lesson. Classes will meet to present the duties and academic assignments associated with this fieldwork as well as to prepare students for observations including participant observation, notations, journal writing and the use of specific forms for collecting classroom data on classroom instruction, and student reflections on the experience.

### **EDU 308 Foundations of Urban Education 3 credits**

This course is designed to provide a framework understanding of urban education and place it into context. Essentially, the course will provide exposure to issues that impact the urban schools. Students will explore the various factors that confront and challenge urban schools, i.e. financial, social, and political. In addition, the course will examine the impact of the urban context on students, teachers, parents, and the community. This course is designed to provide pre-service teachers with fifty (50) of the 150 Pre-Student Teaching hours required by Pennsylvania Department of Education. These hours take place in students' certification areas and in a high school.

### **EDU 310 Literacy II 3 credits**

This course is designed to provide teacher candidates with an overview of theoretical, practical and "comprehensive" foundations for designing and delivering an effective, balanced literacy program from Pre-K to fourth grade. Recent research on literacy instruction will serve as a framework for study as well as discussion of best practices for the diverse, inclusive classroom. The instructor will model the process of teaching reading throughout the course and students will participate in class activities that correspond to the topic being addressed. Required reading

includes topics relevant to PDE state standards, PSSA assessment, National Reading Panel Report and other documents that support current trends and practices in early literacy education. The course will be enhanced with a field experience where candidates will participate in authentic literacy activities as part of their required field hours for licensing.

### **EDU 311 Social Studies Methods 3 credits**

This is a course designed to provide students with the natural and social science concepts that are taught in the Early Childhood classroom settings as well as the various teaching methodologies for the teaching of these concepts. Students will develop lessons in the content areas and have the opportunity for the evaluation of these lessons. This course will focus on the relevance of multicultural approaches, integrated approaches, historical and geographical perspectives, the study of people, and the interaction of people with others and the world around them. Strategies for engaging and empowering young learners to become active, democratic citizens will also be presented.

### **EDU 312 Math Foundations I: Preschool Years 3 credits**

This course is designed to provide an examination of mathematics needs for the early childhood preschool learner. Students will be given opportunities to develop instructional strategies and techniques, appropriate for use in the early childhood preschool setting. Consideration will be given to classroom strategies that (1) build on children's' experience and individual approaches to learning, (2) base teaching practices on knowledge of children's' development, (3) base teaching practices on strengthening children's' problem-solving and reasoning processes, (4) integrate mathematics with other activities, and (5) actively introduce mathematical concepts, methods, and language through appropriate experiences. Particular emphasis will be given to the following important parts of mathematical learning in preschool: early math concepts, number sense, geometry and spatial relations, measurement, patterns, geometry, and problem solving. In addition, the course will provide consideration to mathematical thinking as it relates to child development, issues of diversity, and special student needs.

### **EDU 313 Literacy and Literature 3 credits**

This course is designed to assist students in developing an understanding of and appreciation for literature for children and adolescents. The course will focus on the theoretical and practical aspects of the study of literature and its various genres. Students will develop instructional strategies and techniques necessary for the integration of literature into the classroom. This course is designed to provide pre-service teachers with fifty (50) of the 150 Pre-Student Teaching hours required by PDE

### **EDU 314 Math Foundations II: Primary Grades**

This course is designed to provide an examination of mathematics instructional strategies at the early childhood level. Students will be given opportunities to develop instructional strategies and techniques, appropriate for use in the early childhood setting. Primary mathematics topics to be addressed will include using effective learning trajectories, using a wide range of instructional activities, and using a combination of teaching strategies. An additional focus will include the importance of math learning in the primary grades, all children's' potential to learn math, and the teacher's' need to understand children's' learning development. EDU 314 is one of the final methods courses before student teaching. It is important, therefore, that the student demonstrates

mastery of the theory and skills necessary for early childhood mathematics. Such mastery will be demonstrated through class work, tests, assignments, and a lesson presentation.

### **EDU 315 Science Methods 3 credits**

This is a course designed to provide students with the natural science concepts that are taught in the Early Childhood classroom setting as well as the various teaching methodologies for the teaching of these concepts. Students will develop lessons in the content areas and have the opportunity for the evaluation of these lessons. Pre-service teachers will investigate the characteristics of a quality early childhood science program. Investigations will include building on children's prior experiences, drawing on children's curiosity, encouraging children to pursue their own questions, engaging children in in-depth exploration of a topic, and fostering of inquiry. Materials, methods, and strategies for teaching life, physical, earth and space, and sustainability science will be presented. This course will place emphasis on hands-on approaches, project-based approaches, investigation, experimentation, and knowledge-base enhancement. The course will seek to help pre-service teachers to develop an understanding and appreciation of science that will make an impression to help children acquire knowledge, attitudes, and skills essential to science literacy.

### **EDU 330 Effective Classroom Management Strategies 3 credits**

This course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships and academic performance. Attention will be given to aspects of diversity and multicultural factors that influence perceptions about classroom management and factors that may help facilitate mainstreaming efforts. This course is designed to provide pre-service teachers with 50 hours of the 150 hours of Pre-Service Teaching required by Pennsylvania Department of Education.

### **EDU 401 Student Teaching 12 credits**

This course consists of a 14-week (60 day minimum) teaching experience under the supervision of a cooperating teacher with a minimum of four evaluations/observations from the Director of Student Teaching and cognate professors. Student teachers are required to follow the full day schedule of teachers between 7:30 am and 4 pm. They are required to primarily teach rather than observe or assist the cooperating teacher. Student teachers are responsible for conferring with their cooperating teacher to plan a teaching schedule in advance and agree on this time with the director or student teaching. The student teacher is required to transition into full day teaching over the course of the teaching experience. Successful completion of the student teaching experience is a partial requirement for Pennsylvania State certification and must be completed before applying for state licensure.

### **EDU 403 Teaching Internship 6 credits**

This post Baccalaureate course is designed for those Education and/or cognate area graduates who have successfully passed Praxis I and Praxis II and met all PDE teacher certification requirements with the exception of the "student teaching experience". Permission to take this course is dependent on formal admission into the Teacher Intern Program.

### **EDU 420 Seminar for Student Teaching 3 credits**

This course is designed to provide the student teacher with an opportunity to become a “highly qualified teacher” while conducting case study research, learning instructional technology skills and preparing for the job market by developing a competitive professional portfolio (hard copy) to be used during mock interviews. The course will also prepare student teachers for their respective Praxis II examination and registration and target issues relevant to the student teacher experience overall.

### **EDU 422 Senior Research Seminar 3 credits**

This course is designed to provide students with the opportunity to explore research in their area of Education. It is a capstone experience for those completing the Teacher Education program and are preparing for graduate school studies. It will introduce scholars to educational research methods with the opportunity to conduct authentic research. Other activities to enrich the research seminar include research workshops, guest speakers, professional portfolios, and mock interviews for teaching employment. It does not require a field experience.

## **XII. Lincoln University Education and Cognate Faculty Support**

### **Dean of the School of Social Sciences and Behavioral Studies**

Dr. Judith A. W. Thomas  
Lincoln University, Vail Hall Room 216  
Lincoln University, PA 19352  
Tel (484) 365-8151

### **Chairperson, Education Department**

Dr. Joanne R. DeBoy, Associate Professor  
Lincoln University, Dickey Hall Room 331  
Lincoln University, PA 19352  
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