



COLLEGE OF EDUCATION

The College of Education of Butler University was created in 1930 when Butler's Department of Education, established in 1919, and the Teachers College of Indianapolis, founded in 1892, were combined. The College of Education has two major purposes:

- preparing teachers, counselors, and administrators for positions in elementary education and middle/secondary education.
- providing services to schools and allied professionals, educational organizations, agencies and the general community through surveys, consultative services, research, cooperative studies, and clinical services.

Administration

Ena Goodrich Shelley, Ph.D., dean; Debra Lecklider, Ph.D., associate dean; Angela Lupton, M.S., assistant dean

Professors

Stephen Bloom, Ph.D.; Deborah Corpus, Ed.D.; Arthur Hochman, Ed.D.; Thomas Keller, Ed.D.; Matthew Maurer, Ph.D.; Ena Goodrich Shelley, Ph.D.; Marilyn Strawbridge, Ed.D.

Associate Professors

Kathryn Brooks, Ph.D.; Suneeta Kercood, Ph.D.; Debra Lecklider, Ph.D.; Meredith McAllister, Ph.D.; Mindy Welch, Ph.D.

Assistant Professors

Daniel Abbott, Ph.D.; Nicholas Abel, Ed.D.; Susan Adams, Ph.D.; Susan Adamson, Ph.D.; Rebecca Cramer, Ph.D. (ABD); Kelli Esteves, Ed.D.; Lisa Farley, Ed.D.; Ryan Flessner, Ph.D.; Shelly Furuness, Ph.D.; Brooke Kandel-Cisco, Ph.D.; Brandie Oliver, Ed.D.; Catherine Pangan, Ed.D.

Instructors

Cathy Hargrove, M.S.; Angela Lupton, M.S.; Theresa Meyer, M.S.; Richard Mitchell, M.S.; Marilyn Sudsberry, Ph.D.

Director of EPPSP:

Marilyn Sudsberry, Ph.D.

Director of School Counseling:

Tom Keller, Ed.D.

Director of METL:

Brooke Kandel-Cisco, Ph.D.

Accreditation Coordinator:

Karen Farrell, M.S.

Director of Student Personnel Services:
Sue Stahl, M.S.

The College of Education offers curricula leading to the bachelor of science degree in elementary education or the bachelor of science degree in middle/secondary education. The programs in teacher education include field and clinical experiences throughout the curriculum with the capstone experience being integrated laboratory and student teaching. Butler University teacher education programs are accredited by the Indiana Office of Educator Licensing and Development and the National Council for Accreditation of Teacher Education.

Graduation Requirements

All undergraduate students who plan to teach in an elementary, middle, or high school must complete the bachelor's degree. Candidates must satisfactorily complete a minimum of 126 semester hours of college coursework. They also must meet all requirements listed under respective program areas.

At least 40 of the 126 semester hours needed for graduation must be in upper-division courses—courses numbered 300 or above. Student teaching is required for initial licensure programs.

Educational Placement

The College of Education has moved to entirely self-managed credentials. Self-managed files are appropriately responsive and practical in the era of portfolios and electronic applications and communications. Current job listings for Indiana are on "Blue" on the Butler website or on individual school district websites.

College of Education Undergraduate Transition Points

The College of Education has set four transition points for delineation and progress through the licensure/degree program. Students who transfer into the College of Education from another Butler University college must have a 2.3 cumulative grade point average.

Updates will be made annually. Please check www.butler.edu/coe for updates.

College of Education Core I and College of Education Core II

Upon completion of COE CORE I and COE CORE II, it is expected that students will have met the following criteria:

1. A cumulative grade point average of 2.5.
2. A student receiving a grade of C-, D, or F in FYS 101 and FYS 102 will have repeated the course and received a grade of C or better or obtained a grade of C or above in a comparable or higher-level class.
3. Successful completion of **COE CORE I (grade of C or better)**:
 - ED112: Introduction to the Profession of Teaching (**grade of C or better**)
 - ED245: Introduction to Computers in Education (**grade of C or better**)
 - PRAXIS I—Passing scores must be received one week prior to the start of classes each semester, or other accepted benchmark indicator is on file.
 - Philosophy of Teaching Statement
 - Disposition assessment
 - Decision based on above criteria by college committee (with appropriate program representation) on ability to continue in the program.
4. Successful completion of **COE CORE II (grade of C or better)**:
 - ED241: Developmental Theory and Application in Education (**grade of C or better**)
 - ED242: Educating Children with Special Needs (**grade of C or better**)
 - ED244: Concepts of Education (**grade of C or better**)
 - Disposition assessment
 - Decision based on above criteria by college committee (with appropriate program representation) on ability to continue in the program.

Students who do not meet the above criteria may appeal in writing to the administrative team of the College of Education and may be asked to appear in person.

Apply to Teacher Education (end of COE CORE II)

In the second semester of the sophomore year, any student who wishes to be admitted to the Teacher Education Program must complete the application available online in Student

Resources/FORMS and meet the following criteria:

1. Recommendation by the College Committee or the senior college.
2. Cumulative grade point average of 2.5
3. Completion of approved professional education courses with a grade point average of 2.5 or better and no grade less than a C (C- is not acceptable). These courses are: ED112, ED245, ED241, ED242, and ED244.
4. Satisfactory completion of appropriate clinical and field experiences.
5. A grade of C- in the major or any education course must be repeated, or with the advisor's permission, a class may be substituted and a grade of C or above attained.
6. Satisfactory progress in completing requirements for a specific major must be met.

College of Education Core III Program-Specific

To enter COE CORE III the student must have successfully completed COE CORE I and COE CORE II and must be admitted to Teacher Education based on the aforementioned criteria.

Decision is made by the program area for admittance to COE CORE IV: Student Teaching and is based on disposition, assessment rubrics and grades.

Apply to Student Teaching

1. Candidates for student teaching must have completed COE CORE I and COE CORE II and have been admitted to Teacher Education.
2. During the first semester of the junior year, candidates for student teaching must obtain a student teaching application available online under Student Resources/ Student Teaching. Completed applications (except for fall semester grades) are to be submitted to the advisor by the December published date. Completed applications including fall semester grades are due in JH 185 the first week of the second semester (January published date). If applications are not received by the January date, there is no guarantee that a placement will be made.

- Candidates must have a cumulative grade point average of 2.5, a grade point average of 2.75 in the teaching major, and a grade point average of 2.5 in all education courses.
- At least 15 semester hours must be taken at Butler University to qualify for admission to Teacher Education and Student Teaching.

Students who do not meet these criteria may appeal in writing to the administrative team of the College of Education and may be asked to appear in person.

College of Education Core IV: Student Teaching and Internship

The student must have successfully completed COE CORE I, COE CORE II, and COE CORE III, be recommended for student teaching or internship by the program, and have met all of the above criteria to be admitted.

PRAXIS II, CPR/Heimlich/AED certification and suicide prevention training are required for original licensure.

Recommendation for licensure is made by the program area based on disposition, assessment rubrics, and grades.

Elementary Education

In addition to a comprehensive liberal arts background, the elementary education program prepares students for teaching and instructional leadership in elementary schools. With extensive site-based instruction, students learn alongside their professors, through guided practice and reflection that increases in scope over time, culminating in a full year of student teaching. Students will be in the classroom, working with children and program faculty, seven of their eight semesters. The elementary program and its faculty emphasize learning through doing, collaborative inquiry, a nurturing environment, and the development of a professional identity. By completing the program and all required standardized tests, students will meet state licensing requirements for grades K-6. Minors and/or licensing are also available in Reading, Special Education, English as a New Language, Early Childhood

and Information Literacy. Specific curriculum requirement sheets are available online at www.butler.edu/coe under Student Resources. This program addresses these University Student Learning Objectives.

- SLO #1. Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive)
- SLO #2. Students will communicate clearly and effectively. (Psychomotor)
- SLO #3. Students will share their talents with Butler and the greater community at large. (Affective)

Middle/Secondary Education

The Middle/Secondary Program at Butler University is committed to preparing teachers and other professionals to work toward achieving our college's core values and shared vision for education. We believe all our programs must prepare our candidates for schools as they should be, not simply perpetuating schools as they currently exist. The Middle/Secondary Program at Butler University is a comprehensive teacher education program that combines in-depth preparation in the academic content areas of English; Mathematics; Science (Biology, Chemistry, Physics); Social Studies; Physical Education; Health Education; or Foreign Language (French, German, Spanish) with the professional teacher education skills necessary for success in the classroom for undergraduates seeking licensure in grades 5-12 in these areas. Indiana teacher licensure for Physical Education, Health Education, and Music Education is P-12. Minors and/or licensing are also available in English as a New Language, Special Education, and Information Literacy. Specific curriculum requirements for each content area are available online at www.butler.edu/coe under Student Resources.

The Middle/Secondary program is grounded in a set of beliefs, which serves as a compass to guide the work we do with students within our program and are the principles that we hope will guide the work our candidates will do with their future students. We believe in the:

Primacy of the learner:

Core Value: Diversity and Similarity

- Meeting the needs of the learner through the development of caring relationships is the most important part of our work.

- Student needs are social, cultural, linguistic, developmental, physical, emotional, and cognitive in nature.
- Meeting the foregoing needs provides safe opportunities for students to take risks that lead to individual growth.
- Students come first.

Ethic of Care: Core Value:

Integrity and Responsibility

- Our work with students, schools, teachers, the community, and each other will be grounded in an ethic of care, compassion, honesty, respect, and transparency.
- Developing caring relationships creates space for transformative experiences to happen.

Significance of Knowledge Base: Core Value:

Collaboration of Theory and Practice

- Content knowledge and pedagogical knowledge are inextricably intertwined.
- Theory and practice are linked, but ever-changing. This means we must intentionally model life-long learning.
- Having a deep understanding of this knowledge base strengthens teachers' ability to make informed curriculum decisions in the classroom.

Integrated Inquiry Curriculum: Core Value:

Collaboration of Theory and Practice

- Content areas are integrated through meaningful connections and shared assessments.
- Inquiry mindset is modeled by learning alongside our students and being open to living with uncertainty and yet-to-be-answered questions.

Site-based Collaborative Experiences: Core Value:

Teaching, Learning, and Mentoring

- Placements are purposeful and community stakeholders are considered a part of the larger learning community.
- Relationships are nurtured with classroom teachers, university supervisors, and faculty.
- Collaboration is seen as an intentional part of a teacher's work.

These beliefs further reflect our college's core values and guide the student learning outcomes we strive to achieve. The Student Learning Outcomes (SLO) are as follows:

- SLO #1: Based on both formative and summative assessments, develop, implement, and adapt developmentally appropriate, inquiry-based, and engaging instructional lessons for students in middle school and high school.
- SLO #2: Using critical reflection as a basis for improving their professional practices, create positive and inclusive instructional environments using their understanding of social, cultural, literacy, academic, and cognitive developmental characteristics of adolescent learners.
- SLO #3: Demonstrate responsibility for their interpersonal and instructional interactions with students, parents, colleagues, and community partners.

Education Courses

ED112, Introduction to the Profession of Teaching:

This introductory course helps potential teachers explore the essential questions: How do people learn? What is curriculum and where does it come from? What is the teacher's role in the school? What role does the community take in the education of children? Do I want to be a teacher? (U)(2). Fall, spring, and summer.

ED204, Infusing Arts in Early and Middle Childhood Curriculum:

This course is designed to prepare the pre-service teacher to use the fine arts of dance, music, theatre, and visual arts to enrich classroom life and enhance learning across the curriculum, as well as to enhance personal aesthetic development. Prerequisite: Completion of COE CORE I. (U) (4). Fall and spring.

ED206, Intro to Early and Middle Childhood Education:

This course explores the history and philosophy of Early and Middle Childhood education including significant trends and research. Students will be introduced to the guiding themes of the Early and Middle Childhood Education program. (U)(3). Fall and spring.

ED227S, Introduction to Middle and Secondary Students and Schools: This course introduces middle school and high school structures and philosophies. Students will investigate appropriate school environments, activities, and curricular organization aimed at meeting the range of developmental needs of early adolescents and young adults. Field experience is required. Prerequisite: Completion of COE CORE I, may co-enroll in COE CORE II and ED228. (U)(3). Fall and spring.

ED228S, Content Area Literacy in Middle-Secondary Curriculum: This course introduces content area literacy instruction in the middle and secondary classroom. Students will acquire the skills necessary to select strategies and plan content specific literacy instruction to improve comprehension of subject-specific content for middle school and high school students. Field experience is required. Prerequisite: Completion of COE CORE I, ED227 or Co-enrollment. (U)(3). Fall, spring, and summer.

ED241, Developmental Theory and Application in Education: Topics include theories of development and their application at various age levels. Developmentally appropriate practice, as well as a basic introduction to social, moral, emotional, and cognitive development of children and adolescents is included. Content is focused on teacher education. Prerequisites: Successful completion of COE CORE I and Praxis I. (U)(3). Fall, spring, and summer.

ED242, Educating Children with Special Needs: Surveys the characteristics of exceptional children and explores methods and materials for teaching and assessing such students. Includes 15 hours of non-class time field experiences. Prerequisite: Successful completion of COE CORE I and Praxis I. (U)(2). Fall, spring, and summer.

ED243, Methods and Materials: Strategies for Teaching Students w/ Mild Disabilities: Methods and Materials: Strategies for Teaching Students with Mild Disabilities
This course examines the application of research-validated practices in the areas of placement, differentiation instruction and assessment, adaptations to curriculum areas,

and common instructional strategies used for students who require support in the general education classroom or resource room. Instructor guided fieldwork is required. (U)(3). Both Fall and spring.

ED244, Concepts of Education: Examines the sociological, historical, political, legal, and economic concepts in education. This course is part of the COE CORE II requirements for the College of Education. Prerequisites: Successful completion of COE CORE I and Praxis I. Sophomore standing required or permission of instructor. (U)(3). Fall, spring, and summer.

ED245, Introduction to Computers in Education: This class emphasizes development of knowledge, skills, and dispositions to effectively use technology to enhance learning. The secondary goal is to advance skill with computer hardware/software for classroom management purposes. Prerequisite: Must be an education major, have taken or be enrolled in ED112. Not intended for enrollment by non-education majors. (U)(3). Fall, spring, and summer.

ED301, Individualized Study of Growth: (U)(1). Fall and spring.

ED302, Individualized Study of Growth: (U)(2). Fall and spring.

ED303, Reading and Language Arts: Early Childhood: This course will provide students with opportunities to explore current theoretical perspectives of emergent and early literacy. Students will explore a wide variety of narrative and informational texts that support literacy growth, and they will gain practical experience in emergent and early instruction and assessment. Writing Intensive. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(6). Fall and spring.

ED307, Children's Literature: This introductory course in children's literature is designed to acquaint and develop an appreciation of a wide variety of traditional and contemporary literature available for children. Pre-service students are provided opportunities to prepare, present, and evaluate the effective use of literature in curriculum planning. (U)(3). Fall and spring.

ED308WS, Reading and Language Arts: Middle Childhood: Students will explore the nature of literacy for middle childhood including current theoretical perspectives on developing literacy. Students will gain practical experience in instruction and assessment for developing readers. Writing Intensive. ED308S, ED317S, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of the COE CORE I and CORE II. (U)(6). Fall and spring.

ED316, Teaching Mathematics: Early Childhood: This course examines how primary grade children learn mathematics while exploring instructional strategies, supportive learning environments, and materials that promote meaningful learning. Emphasis on effective teaching and learning will include child development, lesson development, planning, guidance, assessment, evaluation, and professionalism. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED317S, Teaching Social Studies: Middle Childhood: This course provides students with the theoretical and practical foundation for teaching Social Studies in Middle Childhood settings. Through readings, discussions, projects, and presentations, students explore the conceptual framework that undergirds the Social Studies. On-site practical experiences provide a laboratory in which to integrate curriculum and reflect on teaching experiences. ED308S, ED317S, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(2). Fall and spring.

ED327, Curriculum and Instructional Strategies for the Middle Grades: This course involves the study of a variety of curriculum designs and instructional strategies utilized at the middle grade level. Emphasis is placed on strategies and innovative middle level programs and practices. Extensive field experience is required and portions of the course are conducted off campus. Prerequisite: ED227, ED228 and completion of COE CORE I and COE CORE II. (U)(3). Fall, spring, and summer.

ED346, Integration of Computers in Education: The primary emphasis of this course will be to develop a philosophy and associated strategies for integrating technology into the K-12 curriculum. A secondary emphasis will be to continue to develop skill in the use of computers in an educational setting. (U)(3). Fall and spring.

ED348, Perspectives in Leadership: The Perspective in Leadership course is the introduction course for students working toward a leadership certificate in the College of Education and for students who want to expand their understanding of leadership. The main purpose of the course is to create a learning experience where you will come to understand leadership theories, styles, and skills. You will learn leadership development is a process of leading yourself before trying to lead others through the development of your own Personal Leadership Plan (LDP). You will collaborate with university and community leaders on how leadership styles are applied and practiced. (U)(3). Spring.

ED371, Intro to Information Literacy—undergraduate: This information literacy course is designed to help education majors, and others, discover how best to learn and teach information, media, and technological literacy skills through the process of research and inquiry. (U)(3). Spring.

ED385, Information Literacy Practicum: This supervised practicum, in either an Academic Library setting or in a K-12 media setting with a certified and licensed school library media specialist, will provide students pursuing the Information Literacy minor the opportunity to implement ideas and strategies presented in the Butler-based Information Literacy coursework. (U)(2). Occasionally.

ED386, Information Literacy Culminating Project: In this course, students pursuing the Information Literacy minor will define and complete an approved project that brings together previous coursework from the minor. (U)(3). Occasionally.

ED398, Multilingual Learners and Their Cultural Contexts: This course focuses on the cultural practices and norms that affect the language development and academic success of multilingual learners who are learning English as a new language. The conditions that inhibit

and support learning English and content will be analyzed. Prerequisites: ED241, 242, 244. (U)(3). Fall, spring, and summer.

ED401, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(1). Fall and spring.

ED402, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(2). Fall and spring.

ED403, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(3). Fall and spring.

ED404, Differentiation: Culturally Responsive Teaching in Early Childhood: This course will provide an opportunity for students to explore personal beliefs and assumptions about teaching and learning through constructivist learning experiences. Readings, discussions, and activities will focus on individual differences, diversity, equity, inclusion, and fairness to support students in understanding the challenge and complexity of effectively teaching all learners. (U/G)(3). Occasionally.

ED407, Survey of Children's Literature: Exploration of the field of literature for children and adolescents and uses of recent research in the area. Methods of selection and utilization are emphasized. (U/G)(3). Occasionally.

ED408, Foundations of Effective Reading Instruction: This course focuses on teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit, one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G)(3). Fall and spring.

ED412, Reggio-inspired Teaching and Documentation of Learning: This course explores the philosophy and guiding principles of the internationally renowned Italian schools of Reggio Emilia, including concepts of the "image of the child," the "environment as the third teaching," the assessment practice of "documentation," and the arts as a language through which children express meanings and demonstrate learning. (U/G)(3). Occasionally.

ED414S, Teaching Mathematics: Middle Childhood: This course examines how middle grade children learn mathematics while exploring instructional strategies, supportive learning environments, and materials that promote meaningful learning. Emphasis on effective teaching and learning will include child development, lesson development, planning, guidance, assessment, evaluation, and professionalism. ED308S, ED317S, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED415, Methods for Teaching Language Arts K-8: Students will learn methods for teaching and assessing all aspects of the language arts: reading, writing, speaking, listening, and viewing. Students will examine ways of organizing classroom instruction for the integrated study of the language arts across developmental levels. (Summer I, even-numbered years) (U/G)(3). Summer.

ED416, Curriculum: Early Childhood: This course will acquaint the learner with the theory of constructivism and its application to designing curriculum for young children. How children, parents, and teachers construct meaning and knowledge and how this information should be used to develop meaningful learning experiences for children will be examined. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED417, Methods of Teaching in Early Childhood Education: This course combines a content area teaching methods lab with a practicum in early childhood education. The class requires extensive field experiences with some coursework taught off-campus in an early childhood setting, where Butler students will experience early childhood content specific methods modeled by veteran preschool teachers. Prerequisite: permission of the program faculty and director of personnel services, and satisfactory completion of ED243, ED307, ED404, and ED412. (U/G)(3). Occasionally.

ED 418S, Teaching Science: Middle Childhood: This course focuses on inquiry-based experiences designed to offer the elementary pre-service teacher the opportunity

to examine personal, cultural, and scientific concepts that provide the foundations for science literacy and the teaching of science in multicultural classrooms. ED308S, ED317S, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(2). Fall and spring.

ED420, Adolescent Literature and Strategies for Teaching:

This hybrid course familiarizes students with a wide variety of fiction and non-fiction aimed at young adolescent through young adult audiences and includes multicultural and ethical considerations. At the same time, good teaching and planning strategies will be modeled and practiced. Portions of this course are conducted in an on-line setting. Prerequisite: Completion of COE CORE I, ED227, ED228, and ED327 or Co-Enrollment. (U/G)(3). Fall.

ED423, Student Teaching Jr/Middle High:

Taken in conjunction with ED425, practical experience in approved schools under the guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services and completion of COE CORE I, COE CORE II, and COE CORE III. (P/F) (U)(5). Fall and spring.

ED425, Secondary Student Teaching 1:

Taken only in conjunction with ED423 or 426. Practical experience in approved schools under guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services and completion of COE CORE I, COE CORE II, and COE CORE III. (P/F) (U)(5). Fall and spring.

ED426, Secondary Student Teaching 2:

Taken in conjunction with ED425. Practical experience in approved schools under guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services and completion of COE CORE I, COE CORE II, and COE CORE III. (P/F) (U)(5). Fall and spring.

ED430, Current Issues Early and Middle Childhood Ed 1:

This course supplements the student teaching seminar and engages the student teacher in issues of relevance that

are beyond the scope of typical coursework. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(1). Fall and spring.

ED431, Current Issues Early and Middle Childhood Ed 2:

This course supplements the student teaching seminar and engages the student teacher in issues of relevance that are beyond the scope of typical coursework. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(1). Fall and spring.

ED433, Content Specific Secondary

Methods: This course combines a content area teaching methods lab with a practicum in secondary education. The class requires extensive field experiences and portions of the course will be taught in a high school setting where Butler students will experience secondary content specific methods modeled by veteran classroom teachers. Prerequisite: ED327 and completion of COE CORE I and COE CORE II. (U)(4). Fall and spring.

ED434, Middle Secondary Student Teaching Seminar:

Examination and application of the content and methodology of middle level and secondary pedagogy. Prerequisite: COE CORE I, COE CORE II, and COE CORE III(U)(2). Fall and spring.

ED440, Student Teaching: Early/ Middle Childhood Student Teaching 1:

Practical experiences in approved early childhood settings under the guidance of a regular early childhood classroom teacher, the University staff; includes observations, planning, classroom management, actual teaching, and directing student learning. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. (P/F) (U)(6). Fall and spring.

ED441, Integrated Lab: Early Childhood:

Examination and application of the content and methodology of Early Childhood pedagogy. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(5). Fall and spring.

ED442, Student Teaching: Early/ Middle Childhood Student Teaching 2:

Practical experiences in approved middle childhood

settings under the guidance of a regular middle childhood classroom teacher, the University staff; includes observations, planning, classroom management, actual teaching, and directing student learning. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. (P/F) (U)(6). Fall and spring.

ED443, Integrated Lab: Middle Childhood:

Examination and application of the content and methodology of Middle Childhood pedagogy. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(5). Fall and spring.

ED444, MC/EA Student Teaching Seminar:

Students will take this course with their student teaching semester, if they are pursuing MC/EA licensure. They will engage in reflection, collect evidence on the effectiveness of their teaching based upon standards for beginning teachers, and build their skills as a teacher. (U)(2). Fall and spring.

ED445, Intro to Computers in Education:

The emphasis of this class is on the development of skill with using computer hardware and software, with a secondary goal of developing knowledge and ability to integrate computers into a classroom. Graduate students will be required to write a research paper on the computer applications for the classroom. (G) (3). Occasionally.

ED448, Instructional Tech Practicum:

The emphasis of this course will be on practice of skills gained in other instructional technology classes. Students will work in schools implementing technology, working with teachers and students, and performing various technology related duties. (U)(3). Occasionally.

ED449, Exploration Internship:

This course offers students, who aren't pursuing licensure, an opportunity to explore the non-teaching field of education through an intensive internship experience. This course doesn't lead to licensure, but helps students discover or reinforce an appropriate career path. Specific site(s), mentor(s), and goals are defined with a COE faculty member and must have program approval. (U/G)(6).

ED454, Assistive Technology: Students learn about the technology that is appropriate to support the learning of students with special needs. A wide range of special needs are considered, including issues related to vision, hearing, mobility, cognition, and learning. Students have an opportunity to put the issues discussed in the class into action. (U/G)(3). Occasionally.

ED465, Second Language Acquisition and Assessment:

This course will explore the socio-psycholinguistic factors that influence how multilingual learners acquire English as a new language in terms of reading, writing, speaking, and listening. Students will learn how to assess second language acquisition and literacy development. Prerequisites include ED408, ED490, and ED 498. (U/G)(3). Fall.

ED467, Standards-Based Professional Practices for Multilingual Learners:

Through a professional learning community seminar model, students will engage in critical self-reflection on their professional practices with multilingual learners. Using state ENL licensing standards, students will document how they support multilingual learners. Prerequisites include ED 408, ED490, ED497, ED498, and ED465. (U/G)(3). Spring.

ED479, Communication and Collaboration with Stakeholders in Special Education:

This course examines how to develop effective communication models with education professionals, community leaders, and families. Instructor guided fieldwork with professionals is required. (U/G)(3). Occasionally.

ED480, Foundations of Teaching Children with Differences:

This course addresses the various psychological principles as applied to understanding and teaching children with differences. Topics include theories of development and their application at various age levels. Developmental appropriate practice, as well as a basic introduction to social, emotional, and cognitive development of students (P-12) is included. (G)(2). Spring.

ED490, Assessment of Students with Special Needs:

This course examines formal and informal assessment and their application to writing Individual Education Plans (IEPs), curriculum modifications, and adaptations

(academic and social), behavioral management plans, and reports to families. Assessment bias and its implications will be studied. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall and spring.

ED491, Behavior Management for Inclusive Classrooms: This course examines positive, effective classrooms, student motivation, and practical methods for various behavioral problems common in inclusion classrooms. Emphasis is in designing, implementing, and evaluating positive management in general education classrooms, including functional behavioral analyses and plans. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall and spring.

ED492, Special Education Law: This online course will cover information on P.L. 94-142-IDFA/IDEA-97; Section 504; Article 7 and its implication for teachers. The online activities will include reviewing articles, power point presentations, hand-outs and case studies, and participating in discussion via e-mail. Prerequisite: Completion of COE CORE I. (U/G)(1). Fall, spring, and summer.

ED493, Professional Practicum:Mild intervention Early Childhood: Guided professional experiences in a primary grade (K-3) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching, and other professional activities which demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Concurrent with ED 440. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED494, Prof Practicum: Mild Intervention Middle Childhood: Guided professional experiences in a primary grade (4-6) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching, and other professional activities which demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Concurrent with ED 442. Prerequisite: Completion of COE CORE I,

COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED496, Professional Practicum: Mild Intervention Early Adolescent: Guided professional experiences in early adolescent (ages 7-15) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching, and other professional activities which demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED497, Inclusive Education for Multilingual Learners: This course focuses on the cultural practices and norms that affect the language development and academic success of multilingual learners who are learning English as a new language. The conditions that inhibit and support learning both English and content will be analyzed. (G)(3). Fall and spring.

ED498, Methods for Teaching Multilingual Learners: This course will assist in understanding effective content-based teaching in a pluralistic, multilingual society. An understanding of socio-linguists and second language acquisition will frame an analysis of curriculum, materials, instructional strategies, assessments, and classroom management. Students are required to complete a field experience in a setting with culturally and linguistically diverse students. (Fall and spring). (U/G)(3). Fall, spring, and summer.

ED499, Honors Thesis: Fall and spring.

SW 219-COE, World Geography through Media and Maps: Geography is the study of the Earth and its relationship to humans and human activities. This course will examine both the physical and cultural aspects of the Earth and its inhabitants. This includes topics such as major urban concentrations, descriptive physical characteristics of continents and countries, political subdivisions, and general man-land relationships that reflect cultural preferences. Class experiences will include map study activities to enhance investigating the Earth, its systems, and the human/environment interaction. (U)(3). Occasionally.

See other courses listed in graduate section.

Human Movement and Health Science Education (formerly Physical Education/Health Education)

The mission of the Human Movement and Health Science (HMHS) Education program is to prepare educational leaders who promote quality programs for physical and health education, physical activity, fitness, and sport in a variety of settings. The HMHS Education Program is nationally recognized by two Specialized Program Associations: the National Association for Sport and Physical Education (NASPE), and the American Association for Health Education (AAHE). The HMHS Education Program functions as 1) an academic content-specific teacher licensure program in Physical Education (P-12) and Health Education (P-12), 2) a pre-professional preparation program for allied careers in non-school settings, and 3) a post-graduate school preparation program for various allied disciplines.

- 1. Teacher Licensure:** Candidates who successfully complete all Butler University, College of Education and program graduation and certification requirements become eligible for Indiana state licensure in two content areas: Physical Education and Health Education. The consensus goal for physical and health education revolves around developing the knowledge, skills, and confidence for P-12 learners to develop health-enhancing, physically active lifestyles for a lifetime. The progressive model begins with school curricula augmented by before- and after-school, community, and family-centered initiatives.
- 2. Allied Professions:** Graduates from the HMHS Education program can pursue careers including but not limited to the following: **Coaching**—sports for all ages, abilities and levels; **Fitness**—personal training, corporate wellness, group fitness instruction; **Athlete Development and Sports Performance**—strength and conditioning for secondary, collegiate, and professional level teams, sport-specific industry, i.e. golf, distance running, and team sports; **Rehabilitation**—adjunct to athlete development and sports performance for recreational and organized

sport participants, athletic training, physical therapy, occupational therapy; **Community Health**—advocacy and education for families, individuals, schools, and corporations; **Nutrition**—advocacy and education for private and public entities; **Health Promotion**—advocacy and education for private and public entities.

- 3. Post-Graduate Studies:** Candidates who successfully complete the HMHS Education Program can pursue graduate studies including but not limited to Education, Education Administration, Physical Therapy, Exercise Physiology, Kinesiology, Exercise Science, Athletic Training, Sports Leadership, and School Counseling. The HMHS Education program of study prepares all candidates to sit for credible professional certifications such as: the Certified Health Education Specialist (CHES), the American College of Sports Medicine (ACSM), Certified Personal Trainer (cPT), Health/Fitness Instructor (ACSM-HFT), National Strength and Conditioning Association (NSCA), Certified Personal Trainer (NSCA-CPT), and/or Certified Strength and Conditioning Specialist (CSCS) exams.

Courses

PE127, Intro to Health, Physical Education, Recreation, and Dance: An orientation course for physical education majors and minors; considers history, philosophy, professional organizations, and job opportunities in areas of physical education, dance, recreation, and health and safety. (U)(2). Fall and spring.

PE128, Introduction to Health Education: This introductory course discusses basic philosophy and practice in health education. Emphases are on literature and organizations that support health educators. Topics include safety education, community education, and coordinated school health. (U)(2). Fall and spring.

PE202, Skills Series: Basketball/Soccer: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis

includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition, and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall.

PE203, Skills Series: Pickleball/Golf:

Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition, and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Spring.

PE204, Skills Series: Tennis/Badminton:

Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Spring.

PE205, Skills Series: Ultimate Frisbee/

Team Handball: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition, and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Spring.

PE206, Skills Series: Baseball/Softball/

Volleyball: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition, and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Spring.

PE207, Skills Series: Weight Training/ Fitness-Track and Field/Cross Country:

Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition, and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall.

PE218, Water Safety Instructor:

Preparation for teaching swimming and other water activities. Meets requirements for Red Cross WSI certificate. (U)(2). Fall and spring.

PE224, Coordinated School Health:

This course features personal, school, and community health problems and needs, especially how they affect and concern children. The focus is on the coordinated school health program (CSHP) model components, including the relationship to health education policy and funding. Prerequisite: PE 128. (U)(2). Spring.

PE235, Educational Gymnastics: This course provides instruction in educational gymnastics emphasizing developmentally appropriate practice. The design is to establish content knowledge, skills, and dispositions necessary for teaching kindergarten through middle school students with and without disabilities in the physical education and/or physical activity setting. (U)(2). Fall.

PE237, Educational Dance and Games: This course provides instruction in educational dance and games, emphasizing developmentally appropriate practice. The purpose is to establish content knowledge, skills, and dispositions for movement as self-expression, and in games/activities necessary for teaching kindergarten-middle school students with and without disabilities in the physical education +/- or physical activity settings. (U)(3). Spring.

PE240, Foundations of Fitness and Health:

This course includes the application of current fitness concepts, principles, and appropriate practices. Emphasis will be to achieve and maintain personal fitness, fitness assessment, professional certifications, and education for all

ages, ability levels, and settings. Application of current equipment, technology, and research to promote health enhancing lifetime physical activity is required. (U)(2). Prerequisite: Physical Education major or permission of instructor. Spring.

PE253, Motor Learning: This course examines the cognitive and neuromuscular processes underlying motor skill acquisition, performance, or reacquisition of motor skills. Human development is studied from infancy across a lifespan in relationship to motor learning and motor control. Emphasis is application of concepts and theory to teaching motor skills. (U)(2). Fall.

PE261, Theory and Practice of Coaching: Course provides in depth study of knowledge and skills necessary for effective coaching on any level and in any setting. Topics include ethics and philosophy, teaching and communication, growth and development, physical conditioning, sport skills and tactics, safety and injury prevention, organization, and administration. (U)(2). Spring.

PE297, Orientation to Internships in Physical Education and Health Education: This course provides an orientation to professional skills, knowledge, and dispositions necessary for careers in various non-school settings related to physical education, health education, fitness, physical activity, and sport. Prerequisite: permission from instructor for non-Education majors. (U)(2). Fall.

PE321, Measurement in Physical Education: The theory and practice of measurement in physical education; selection and applications of standardized and teacher-made testing; testing as related to grading. Prerequisite: Completion of COE CORE I and COE CORE II. (U/G)(3). Fall.

PE322, Concepts in Health Education: Basic health concepts identified by the Center for Disease Control including Alcohol, Tobacco and Other Drugs, Nutrition, Mental Health, and Sexual Health with an emphasis on program planning for health education in schools. Prerequisite: Completion of COE CORES I and II, PE224. (U/G)(3). Fall.

PE323, Kinesiology: A focus on mechanics of basic human movement with an emphasis in musculoskeletal and anatomical components. Analysis of specific joint movements and muscular actions will be performed as they relate to physical education and sports. Prerequisite: PE324 and completion of COE and PE CORE I and COE CORE II. (U/G)(3). Fall.

PE324, Physiology of Exercise: A review of selected physiological systems with focus on the response to acute bouts of exercise and how these systems adapt to long term exposure to exercise training. Prerequisite: BI257 or equivalent. (U)(3). Spring.

PE325, The Adapted Program in Physical Education: (U)(3). Fall and spring.
PE330, Introductory Methods for Physical and Health Education: This course provides instruction for developing teacher effectiveness in the physical and health education and related physical activity settings. Application of instructional principles in small peer groups using open and closed skills, task presentations, environmental conditions, content development, and feedback. Prerequisite: completion of CORE I and CORE II. (U)(3). Fall.

PE330, Introductory Methods for Physical and Health Education: This course provides instruction for developing teacher effectiveness in physical and health education and related physical activity settings. Application of instructional principles in small peer groups using open and closed skills, task presentations, environmental conditions, content development, and feedback. Prerequisite: completion of CORE I and CORE II. (U)(3). Fall.

PE331, Physical and Health Education Methods for Early and Middle Childhood: This course provides preparation with content and pedagogical knowledge, skills, and dispositions appropriate for teaching P-5 learners with and without disabilities in physical education, physical activity, and health education settings. Emphases are classroom management, content development, and lesson planning through seminar and field practicum. Prerequisite: PE330 (U)(5). Spring.

PE335, Physical and Health Education Methods for Middle Secondary: This course provides preparation with content and pedagogical knowledge, skills, and dispositions appropriate for teaching 5-12 learners with and without disabilities in physical education, physical activity, and health education settings. Emphases are curriculum and content development for short and long term planning through seminar and field practicum. Prerequisite: PE331. (U)(5). Fall.

PE352, Exercise Prescription: Course focuses on developing physical activity programs for achieving physical fitness including screening instruments, risk appraisals, contraindication for exercise, and program planning assessments. Emphases include exercise workloads, lifestyle assessment, and intervention with appropriate health education for diverse populations. Prerequisite: PE 323 and completion of COE and PE CORE I - CORE II. (U)(3). Spring.

PE369, Supervised Field Experience for Coaches: Students act as an assistant with a coach in a local high school. Prerequisites: Two of the following: PE261, PE262, PE263, PE264, PE265, or PE 266 and permission of the instructor and completion of COE CORE I and COE CORE II. (U)(3). Fall, spring, and summer.

PE407, Individualized Study of Growth: For students who have a special topic that they want to study under faculty guidance. Prerequisite: Junior or senior standing and permission of the program coordinator. (U/G)(1). Occasionally.

PE408, Individualized Study of Growth: For students who have a special topic that they want to study under faculty guidance. Prerequisite: Junior or senior standing and permission of the program coordinator. (U/G)(2). Occasionally.

PE438, Sport Conditioning and Resistance Training: This course will present systematic physical training for general fitness and sports conditioning appropriate for a range of experience and ability: beginners, elite performers, and some special populations. Emphasis is on a variety of training techniques and theory. Prerequisites: Core I, II, III. (U/G)(3). Fall.

PE445, Internships in Physical Education: This course is a fulltime, field-based internship at approved agencies under the guidance of site-based supervisors and university professors. Prerequisite: permission of the program faculty and director of student personnel services and completion of COE and PE Core I-III. Concurrent enrollment PE446 (U/G)(9) Fall, spring, and summer.

PE446, Seminar for Physical Education Internship: This course is a professional seminar which meets during Internship in Physical Education (PE445). Focus is on professional standards, relationships, responsibilities, professional and career development, and reflection. Prerequisite: Completion of COE and PE CCORE I-III. Concurrent enrollment PE445 (U/G)(3). Fall, spring, and summer.

PWB101, Ballroom Dance Sport: This course is designed to give students a basic introduction to the International and American Style of Ballroom, Latin, and Social dancing. The primary focus is to teach and reinforce the life-long health and wellness benefits of partnership dancing, including physical activity and fitness, stress reduction, intra and interpersonal relationships, and self-efficacy. No dance experience required. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB102, Israeli Dancing: This course reflects cultural diversity and dance infusion of Israel. Dance as a lifetime movement activity is the primary emphasis with additional focus on a variety of dance performance, dance as a socially constructed pastime, lyrical interpretation, dance history, Biblical and liturgical connections, and Hebrew and Arabic languages. No previous dance experience necessary. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB103-DA, Beginning Ballet II (Non-majors): Basic ballet technique in the recognized classic form.) (For students who have had no previous training. Not applicable to the dance major; open to all other students). Two meetings per week. Open to students who have not completed a PWB course. (U)(1). Fall.

PWB104-DA, Beginning Jazz: Basic jazz styles and forms for non-majors. No prerequisite. Two meetings per week. Open to students who have not completed a PWB course. (U)(1). Fall.

PWB 105-DA, Intermediate/Advanced Jazz: Intermediate/Advanced jazz styles and forms for non-majors. Two meetings per week. Open to students who have not completed a PWB course. (U)(1). Spring.

PWB106-DA, Modern Dance (non-majors): Dance technique as a combination of movement improvisation and modern technique emphasizing qualities of movement in space and time. (Not applicable to dance majors; open to all other students). Two meetings per week. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB110, Hiking and Backpacking: In this semester-long course, we will consider hiking/backpacking as a recreational sport in both its historical and cultural context. Students will have the opportunity to go on hikes and develop/plan their own backpacking trip to fulfill the Physical Well Being requirement. This course is designed to teach the value of both urban nature and wilderness experiences and the knowledge and skill necessary for enjoyable and safe basic hiking and wilderness trips. During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1). Occasionally.

PWB121-PE, Beginning Tennis: This course is designed for the novice or advanced beginner tennis player to develop competent or proficient tennis skills, and to develop confidence in the game of tennis that can be enjoyed across a lifespan. The students will also learn to apply rules, regulations, and courtesies of tennis governed by the United States Tennis Association (USTA) and the International Tennis Federation (ITF). No tennis experience necessary. During fall and spring terms, open to students who have not completed a PWB course. (U)(1). Fall, spring, and summer.

PWB122-PE, Advanced Tennis: This course is designed to advance player development for the intermediate and advanced tennis player both physically and mentally. Primary focus will be on advanced tennis strategies and tactics

for both singles and doubles. Skill proficiency, a focus on fitness, and tactical and strategic decision making during match play conditions are intended to enhance sport enjoyment, personal challenge, and a more sophisticated appreciation of tennis that will promote good health and increased quality of life. During fall and spring terms, open to students who have not completed a PWB course. (U)(1). Fall, spring, and summer.

PWB123-PE, Learning Golf Through Games: This course will provide players on all ability levels to advance golf as one movement form that contributes uniquely to the lifelong habits of good health, physical activity benefits, and overall quality of life. Students will become golf literate, competent, and confident through creative skill progressions and a modified games approach to learning. Open to students who have not completed a PWB course. (U)(1). Spring.

PWB124-PE, Basketball: Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB125-PE, T'ai Chi: T'ai Chi is a traditional Chinese system of stress relief and exercise rooted in the martial arts. Recognizing and relieving stress in conjunction with increasing strength, balance, and coordination contribute to body and mind development. This balanced approach to wellness promotes good health, encourages lifespan physical activity, and an overall quality of life. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB126-PE, Buda Khi: Buda Khi is a unique combination of aerobic, muscular strength, and flexibility training that combines martial arts with overall physical conditioning. The purpose of this course is for students to develop physical, mental, and emotional productivity that will enhance confidence and motivation that contributes towards health, wellness, and individual goal achievement. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB127-PE, Weighing in on Optimal Health: Many college students battle body weight and body image issues. Optimal health requires more than exercise and proper nutrition. This course takes a holistic, quality

of life approach to promote a physically active lifestyle as a healthy and sustaining approach to weight management across a lifespan. Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB128-PE, Enhancing your Physical Activity: Open to students who have not completed a PWB course. (U)(1). Occasionally.

PWB129-PE, Strength and Conditioning: Open to students who have not completed a PWB course. (U)(1). Fall, spring, and summer.

PWB130, All about the Bike: Our reading, discussion, and writing in this class will explore the ways in which cycling can contribute to leading a healthy life. By participating in the group rides offered through the course, and by developing their own cycling plan, students will cultivate healthy habits of exercise. Open to students who have not completed a PWB course. (U)(1). Spring.

PWB135-PE, Spinning: Spinning is an intense form of indoor cycling. This course will utilize twice-weekly spinning sessions to improve and maintain physical fitness. You will sweat and have fun in this class! We will also explore other health related topics such as nutrition, sleep, stress management, healthy relationships, sex, and alcohol. Open to students who have not completed a PWB course. (U)(1). Annually, term varies.

PWB140, Marching Band: Marching Band. Butler University's Marching Band understands and appreciates its dual role in providing quality, spirited performances on behalf of the University and the development of its members' musicianship, movement skills, and personal wellness. The objective of this course is to develop and instill in its members a life-long love of music making and the development of good habits of personal wellness and physical activity. Open to students who have not completed a PWB course. (U)(1). Fall.

PWB141, Cheerleading: This course is designed to advance the overall well-being for members of the Butler cheerleading squad. Cheerleading is a sport-related activity that requires proficient gymnastics, tumbling, and rhythmic skills for individuals and groups. Emphases will be on skillful performance, sufficient levels of health-related physical

fitness, application of fitness principles, proper nutrition, safety, interpersonal relationships, and community awareness that contribute to the centrality of health, wellness, and the pursuit of a good life. Open to students who have not completed a PWB course. (U)(1). Fall.

PWB145-PE, Fitness Bootcamp: This fitness bootcamp is designed to improve personal wellness through physical fitness, nutrition, and health maintenance. The physical activity portion of this course will be a mixture of outdoor and indoor group activities that combine body weight and callisthenic exercises with strength and interval training. All fitness levels are welcome. During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1). Occasionally.

PWB 150-PE, ACE Personal Trainer: This course prepares students to take the national American Council on Exercise (ACE) Personal Trainer Certification Exam by means of content (lecture), application (lab), and practical opportunities (hands-on). Students are prepared to sit for the ACE Certified Personal Trainer (cPT) certification. Open to students who have not completed a PWB course. (U)(1). Spring.

PWB160, Women's Self Defense: Open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB161, Sport Fishing: This course is designed to increase student awareness of the potential for lifelong health and wellness through Sport Fishing. Students will develop related skills and knowledge that make a unique contribution to an overall quality of life through recreation. Instruction will be appropriate for the beginning and experienced angler. Areas of study will include fish identification and habitat, casting techniques, equipment selection, and safety while accessing the fishable waters in the Butler and Indianapolis communities. Open to students who have not completed a PWB course. (U)(1). Fall.

PWB 162S, Wagging, Walking, and Wellness: This course is designed to foster life-long habits of good health and multidimensional wellness by integrating physical activity, civic awareness, and community service. Emphasis will be on personal and social responsibility for optimal quality of life. Students will partner with the

Humane Society of Indianapolis to provide physical activity and play for the animals, learning through service to the community, improved fitness, and awareness that health and wellness are central to living a good life. During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1). Fall and spring.

PWB163, Introduction to Study of Yoga:

Introduction to Physical Well Being through the Study of Yoga. An introductory course in the physical techniques and philosophy of yoga to achieve a healthier and more balanced life through the ancient practices. No pre-requisite; yoga mat required. During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1). Occasionally.

PWB 164-DA, Continued Study of Yoga:

Continuing Physical Well Being through the Study of Yoga. A course designed for students with prior experience in the physical techniques and philosophy of yoga to achieve a healthier and more balanced life through the ancient practices. Pre-requisite, two years prior experience; yoga mat required. (U)(1). Occasionally.

PWB166, Intercollegiate Athletics: This course is designed to advance sport-specific knowledge, optimal skill levels, health and motor performance fitness, and personal wellness toward sustaining a health-enhancing and physically active lifestyle. During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1).

NOTE: Enrollment is reserved for students currently participating on an NCAA Division I Butler intercollegiate sports team. Fall and spring.

PWB167, Independent Study: During Fall and Spring terms, open to students who have not completed a PWB course. (U)(1). Occasionally.

College of Education Graduate Programs

Graduate coursework and degree programs are offered in the College of Education for teachers, counselors, administrators, and others who seek advanced degrees, professional credentials, or personal enrichment.

Graduate tuition rates are competitive with public institutions, and several scholarship

programs for graduate students make graduate education at Butler very affordable (see Wiles and Krueger scholarship programs described in this Bulletin).

Additional information about these programs may be obtained from the College of Education graduate studies office in Jordan Hall, Room 246, (317) 940-9501. You also may wish to consult the college website at www.butler.edu/coe/graduate/programs.

Experiential Program for Preparing School Principals (EPPSP)

The Experiential Program for Preparing School Principals (EPPSP) is a leading principal preparation program with graduates throughout Indiana and the United States. EPPSP is a two-year, 36-credit-hour program resulting in a master of science degree. A cohort of approximately 25 students begins in January of each year. Requirements for admission to EPPSP may be found at www.butler.edu/educational-administration.

EPPSP at Butler:

- Combines theory and practice in an innovative and experience-based approach.
- Utilizes the concept of adult learning as an essential foundation.
- Encompasses the Interstate School Leaders Licensure Consortium Standards, as well as effective schools research
- Fosters collaboration and collegiality in a relationship-based, cohort setting.
- Provides an opportunity for students to experience authentic and relevant learning and mastery of administrative skills through internships and group projects.
- Challenges students to demonstrate leadership skills in their school setting and community.

EPPSP Student Learning Outcomes (SLO)

1. The student has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school vision of learning supported by the school community.
2. The student has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

3. The student has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
4. The student has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context, and by acting in a fair and ethical manner.
5. The student has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.

**EPPSP Student Learning Outcomes
Aligned with Courses**

	SLO #1	SLO #2	SLO #3	SLO #4	SLO # 5
ED557	I	I	I		
ED558	R	R	R		
ED559			R	I	I
ED561	R	R	R	R	R
ED562	R	R	R	R	R
ED563	R	R	R	R	R

Courses

For course descriptions not given, see previous education course listings.

ED557, School Principalship—Phase I:

Phase I of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on a vision of learning, collaboration with families and community, school and community relations, and leadership. Participants explore leadership styles through the use of several inventories and self-assessment instruments. Only open to EPPSP students. (G)(6). Spring.

ED558, School Principalship—Phase II:

Phase II of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on the school culture and instructional program. This course is focused on curriculum, instructional practices,

success for all students, school improvement, professional development, and teacher evaluation. Only open to EPPSP students. (G)(6). Fall.

ED559, The School Principalship—Phase III:

Phase III of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on school law, negotiations and collective bargaining, due process, rules and regulations, ethics, student diversity, cultural competency, and meeting the needs of special populations. Only open to EPPSP students. (G)(6). Spring.

ED561, School Principalship—Phase IV:

Phase IV of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on organizational management. Focus is given to policy and administrative guidelines, school safety, facilities, budget, data management technologies, models of organizational change, effective change strategies, team development, and conflict management. Only open to EPPSP students. (G)(6). Fall.

ED562, School Principalship—Transition I:

Transition I of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on internship and proficiency development; research; school reform; current issues in education; and understanding, responding to, and influencing the political, social, cultural, economic, and legal context. Only open to EPPSP students. (G)(6). Summer.

ED563, School Principalship—Transition II:

Transition II of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on research, internship and proficiency development, and experiential activities designed to prepare future school principals in authentic learning. Only open to EPPSP students. (G)(6). Summer.

Effective Teaching and Leadership Program (METL)

The master’s in effective teaching and leadership (METL) has a long history of serving educators seeking a master of science in education. METL is a 36-hour program requiring the completion of 21 CORE hours and 15 hours tailored to student interest. The program is designed for working educational

practitioners to complete in two to three years. The program begins with the intensive Summer Cohort and culminates with the presentation of the thesis research project. More information about the program can be found at www.butler.edu/teaching-leadership.

METL at Butler:

- Encourages educators to think deeply, creatively, and critically about the discipline of education and is academically rigorous and personally transformative.
- Includes a core curriculum and cohort model while allowing students to individualize their course of study.
- Encourages students to connect educational theory to their professional context.
- Challenges students to consider the purpose of education in a pluralistic society.
- Nurtures students' relationships with caring and committed faculty.
- Culminates with a thesis project grounded in the student's area of interest.
- Prepares students to continue in their classrooms, provide leadership within their school or corporation, or continue studies at the doctoral level.

METL Student Learning Outcomes (SLO)

1. The student understands and applies the notion that curricula is grounded in ideologies and historical context, is socially situated, and that when implemented, has an impact on students, schools, and self.
2. The student displays a commitment to educational practice and research as moral, intellectual, and creative work that demands knowledge, skill, imagination, and care.
3. The student appropriately applies an understanding of research design by conducting data collection and analysis strategies pertinent to classroom research.
4. The student demonstrates an understanding of teacher leadership and commitment to teacher leadership by serving as educational leaders.

METL Student Learning Outcomes Aligned with CORE Curriculum Courses

	SLO #1	SLO #2	SLO #3	SLO #4
METL CORE courses				
ED530-531	I	I	I	I
ED504	R			
ED569	R		R	
ED535		R	R	R

Courses

ED407, Survey of Children's Literature:

Exploration of the field of literature for children and adolescents and uses of recent research in the area. Methods of selection and utilization are emphasized. (U/G)(3). Occasionally.

ED408, Foundations of Effective Reading Instruction:

This course focuses on teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit, one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G)(3). Fall and spring.

ED415, Methods for Teaching Language Arts K-8:

Students will learn methods for teaching and assessing all aspects of the language arts: reading, writing, speaking, listening, and viewing. Students will examine ways of organizing classroom instruction for the integrated study of the language arts across developmental levels. (Summer I, even-numbered years) (U/G)(3). Summer.

ED420, Adolescent Literature and Strategies for Teaching:

This hybrid course familiarizes students with a wide variety of fiction and non-fiction aimed at young adolescent through young adult audiences and includes multicultural and ethical considerations. At the same time, good teaching and planning strategies will be modeled and practiced. Portions of this course are conducted in an on-line setting. Prerequisite: Completion of COE CORE I, ED227, ED228, and ED327 or Co-Enrollment. (U/G)(3). Fall.

ED445, Intro to Computers in Education:

The emphasis of this class is on the development of skill with using computer hardware and software, with a secondary goal of developing knowledge and ability to integrate computers into a classroom. Graduate students will be required to write a research paper on the computer applications for the classroom. (G)(3). Occasionally.

ED465, Second Language Acquisition and

Assessment: This course will explore the socio-psycholinguistic factors that influence how multilingual learners acquire English as a new language in terms of reading, writing, speaking, and listening. Students will learn how to assess second language acquisition and literacy development. Prerequisites include ED408, ED490, and ED498. (U/G)(3). Fall.

ED467, Standards-Based Professional Practices for Multilingual Learners:

Through a professional learning community seminar model, students will engage in critical self-reflection on their professional practices with multilingual learners. Using state ENL licensing standards, students will document how they support multilingual learners. Prerequisites include ED408, ED490, ED497, ED498, and ED465. (U/G)(3). Spring.

ED497, Inclusive Education for Multilingual

Learners: This course focuses on the cultural practices and norms that affect the language development and academic success of multilingual learners who are learning English as a new language. The conditions that inhibit and support learning both English and content will be analyzed. (G)(3). Fall and spring.

ED498, Methods for Teaching Multilingual

Learners: This course will assist in understanding effective content-based teaching in a pluralistic, multilingual society. An understanding of socio-linguists and second language acquisition will frame an analysis of curriculum, materials, instructional strategies, assessments, and classroom management. Students are required to complete a field experience in a setting with culturally and linguistically diverse students. (U/G)(3). Fall, spring, and summer.

ED501, Concentrated Learning

Experience: Concentrated study of topic(s) of current importance, interest and relevance. Independent study and research will be stressed along with classwork. (G)(1). Occasionally.

ED502, Concentrated Learning Experience:

Concentrated study of topic(s) of current importance, interest, and relevance. Independent study and research will be stressed along with classwork. (G)(1). Occasionally.

ED503, Concentrated Learning Experience:

Concentrated study of topic(s) of current importance, interest, and relevance. Independent study and research will be stressed along with classwork. (G)(1). Occasionally.

ED504, Curriculum Theory:

Students in this course examine curriculum discourse as an enduring, philosophical, and theoretical debate by studying fundamental questions, central ideas, and varied ideologies that inform the development of curricula. Students in this course connect theory with practice through study of educational reform in diverse contexts. (G)(3). Prerequisites: 530, 531. Fall.

ED507, Developmental Reading:

This course focuses on the research in reading development, including stages of oral language acquisition and literacy development. Students will explore the psychological, cognitive, and sociological foundations of reading development from preschool through adult levels. Prerequisite: ED408 or similar course. (Summer I, even-numbered years) (G)(3). Summer.

ED508, Assessments and Interventions

for Reading Difficulties: Students will enhance their knowledge of literacy and literacy learning, particularly as it applies to recognizing, understanding, and working with reading and writing difficulties. Students' work with children experiencing reading difficulties will frame class discussions of current research. Prerequisite: ED408 or similar course. (G)(3). Spring.

ED509, Literacy Coaching:

Literacy coaches will learn to constructively provide an evaluation of their own and others' teaching practices. They will gain practice in assisting classroom teachers and paraprofessionals as they work to improve their reading instruction. Prerequisites: ED 508. (G)(3). Fall.

ED510, Advanced Literacy Coaching: This course is a continuation of ED509. The literacy coaches will deepen their ability to evaluate teaching practices and track student and teacher progress. The literacy coaches will supervise and coach teachers and paraprofessionals as they work to improve their reading instruction. Prerequisites: ED 509 (G)(3). Spring.

ED514, Issues and Directions in Elementary Mathematics Curriculum, Learning, and Instruction: Recent trends in elementary mathematics education and their implications for school programs will be examined. The course includes implications of research for teaching, learning, curriculum, assessment, and other current issues related to school mathematics. (G)(3).

ED515, Intro to Information Literacy—graduate: This information literacy course is designed to help graduate students in education, and other disciplines, discover how best to learn and teach information, media, and technological literacy skills through the process of research and inquiry. (G)(3). Spring.

ED525, Exploration of Best Practices in Early Literacy: Three strands of inquiry will guide this course: 1) an in-depth exploration of language learning theory; 2) collection and analysis of language and literacy information for assessment and research purposes; and 3) construction of curriculum and literacy environments in the early childhood classroom. (G)(3). Occasionally.

ED526, The Emergent Curriculum: Introduction to the Project Approach: Early childhood and primary grade teachers will investigate the Project Approach curriculum framework that is based upon constructive theory. Students will develop a curriculum using the three phases of the Project Approach model to be used in their classroom setting. (G)(2). Occasionally.

ED527, Exploration of the Principles and Practices of Reggio Emilia: Early childhood and primary grade teachers will explore the philosophy and guiding principles of the internationally renowned Italian schools of Reggio Emilia. The “image of the child,” “the environment as the third teacher,” “documentation,” and “the 100 languages of children” will be introduced. (G)(2). Occasionally.

ED528, Issues and Directions in Curriculum and Instruction: Students in this course will study a variety of curriculum designs and instructional strategies. Students will examine recent trends in curriculum and instruction and their implications for schools, teachers, and students. (G)(3). Occasionally.

ED529, Teaching Reading in the Content Areas: Students will learn how reading instruction can be incorporated into any content area in ways that will increase student comprehension and enjoyment of informational texts and literacy texts. (G)(3). Summer.

ED530, Foundations in Effective Teaching and Leadership Part I: Students in this course examine educational theories, research frameworks, and teacher identity. This is the initial core course in the Master of Science in Effective Teaching and Leadership Program. ED530 must be taken in summer session with ED531 as part of the summer cohort. (G)(3). Occasionally.

ED531, Foundations in Effective Teaching and Leadership, Part II: Students in this course apply knowledge of educational theories, research frameworks, and teacher identity to teacher research and leadership in personal and professional contexts. This is the second core course in the Master of Science in Effective Teaching and Leadership Program. ED531 must be taken in summer session with ED530 as part of the summer cohort. (G)(3). Summer.

ED534, Topical Readings: This course is designed to serve the needs and interests of students and faculty who choose to collaboratively pursue advanced study of a topical nature within the field of education. (G)(3).

ED535, Teacher Research and Leadership in Education Part I: This course supports the ongoing work of teacher researchers as they engage in their own classroom inquiries. Students take this class either just before completing their thesis or in conjunction with their thesis. Each class session gives students an opportunity for collaborative data analysis, writing feedback, and help with a variety of research strategies. (G)(3). Fall.

ED548, Using and Interpreting Mixed Methods in Educational Research: Students in this course will examine the conceptual issues surrounding the use of mixed methods in educational research and will practice analysis of data using a variety of tools, including introductory descriptive and inferential statistics. Students will read and interpret published educational research representative of qualitative, quantitative, and mixed method approaches. (G)(3). Occasionally.

ED569, Problems, Issues, and Trends in American Education: Students in this course engage in an intensive and searching analysis of selected theoretical, fundamental, and current problems and issues in education. Students in this course connect theory to practice by examining the implications of current issues for the local context. Prerequisites: 530, 531, 504. (G)(3). Spring.

ED600, Individualized Study of Growth: Course of arranged study to support the ongoing work of METL students as they develop their knowledge and deepen their understandings. The course is arranged through the advisor in the student's individualized study of growth area. The instructor will create a syllabus to be reviewed and approved by the dean. (G)(3). Occasionally.

ED601, Individualized Study of Growth: Course of arranged study to support the ongoing work of METL students as they develop their knowledge and deepen their understandings. The course is arranged through the advisor in the student's individualized study of growth area. The instructor will create a syllabus to be reviewed and approved by the dean. (G)(2). Occasionally.

ED658, Teacher Research and Leadership in Education, Part II: Students will examine the role of the teacher leader in educational settings by creating leadership projects and engaging in the practice of educational leadership in personal and professional contexts. (G)(3). Spring.

ED700, Project/Thesis (M.S.): Credit and hours arranged (hours to be taken immediately before completion of degree). (G)(3). Occasionally.

ED741, Independent Study—Elementary: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. (G)(3). Occasionally.

ED744, Independent Study—Special Education: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. (G)(l) Occasionally.

ED746, Independent Study—Administration: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. (G)(1). Occasionally.

ED751, Independent Study—Elementary: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. (G)(1). Occasionally.

ED752, Independent Study—Secondary: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. (G)(1). Occasionally.

Graduate Initial Licensure Program (GILP)

The Graduate Initial Licensure Program (GILP) is a non-degree graduate program designed for initial licensure in secondary education. Licensure content areas include English/Language Arts, Mathematics, Science (Life Science, Physical Science, Physics, Chemistry, Earth/Space Science), Social Studies (Economics, Geographical Perspectives, Government and Citizenship, Historical Perspectives, Psychology, Sociology), and Foreign Languages (Spanish, French, German). GILP will be “housed” within the Master’s in Effective Teaching and Leadership (METL) Program, and by completing the GILP requirements, candidates will make progress toward the M.S. degree. GILP candidates will not, however, be mandated to complete the M.S. degree as a part of the GILP requirements.

Admission

Those interested in applying to the program should demonstrate a readiness for graduate studies. Additionally, applicants must:

- Possess an undergraduate degree from an accredited college or university
- Complete the application for the METL program (<https://adm.butler.edu/apply/>) There is an option for GILP within the METL application.
- Submit either a GRE or MAT score, unless undergraduate GPA is a 3.0 or higher.
- Complete an admission interview with a COE faculty member.
- Demonstrate content expertise, which includes the following:
 - Pass Praxis II in an area of intended licensure.
 - Undergraduate major or master's degree from an accredited university in the content area of intended licensure OR submit a portfolio providing evidence of competency in the content area of intended licensure based upon the Indiana Content Standards for that area.
- There are additional requirements from the Indiana Department of Education. Those applying to the program should visit the IDOE website for additional requirements.

GILP Plan of Study

First Summer

Summer I:

- ED450
- ED534a

Summer II:

- ED534b

Fall

- ED420
- ED528
- ED528a
- ED584

Spring

- ED438
- ED580 or ED581

Second Summer

Summer I:

- ED530

Summer II:

- ED531

Courses

ED420, Adolescent Literature and Strategies for Teaching:

This hybrid course familiarizes students with a wide variety of fiction and non-fiction aimed at young adolescent through young adult audiences and includes multicultural and ethical considerations. At the same time, good teaching and planning strategies will be modeled and practiced.

Portions of this course are conducted in an on-line setting. Prerequisite: Completion of COE CORE I, ED 227, ED 228, and ED 327 or Co-Enrollment. (U/G)(3). Fall.

ED438, Seminar for the Secondary Clinical Capstone Experience:

A professional seminar to be taken concurrently with Secondary Student Teaching or Secondary Intensive Field Experience for candidates enrolled in the Graduate Initial Licensure Program. Class focuses on relationships with grades 5-12 students, lesson planning, instruction, data-driven assessment, and integration of technology into instruction, professional development, and collaborative efforts with colleagues. (G)(2). Fall and spring.

ED450, Introduction to Secondary Education:

This course utilizes an inquiry approach to explore the characteristics and needs of secondary (grades 5-12) learners; theoretical approaches to serving secondary learners; and highly effective curriculum, instructional strategies, and assessments to best support learners in secondary settings. (G)(2). Summer.

ED528, Issues and Directions in Curriculum and Instruction:

Students in this course will study a variety of curriculum designs and instructional strategies. Students will examine recent trends in curriculum and instruction and their implications for schools, teachers, and students. (G)(3). Occasionally.

ED 528A, Secondary Curriculum and Instruction Field Experience Lab:

This course is a field experience lab that candidates in the Graduate Initial Licensure Program will take concurrently with ED 528. This lab integrates special teaching methods by discipline with extensive field experience in a secondary setting. (G)(1). Occasionally.

ED530, Foundations in Effective Teaching and Leadership Part I: Students in this course examine educational theories, research frameworks, and teacher identity. This is the initial core course in the Master of Science in Effective Teaching and Leadership Program. ED530 must be taken in summer session with ED531 as part of the summer cohort. (G)(3). Occasionally.

ED531, Foundations in Effective Teaching and Leadership, Part II: Students in this course apply knowledge of educational theories, research frameworks, and teacher identity to teacher research and leadership in personal and professional contexts. This is the second core course in the Master of Science in Effective Teaching and Leadership Program. ED531 must be taken in summer session with ED530 as part of the summer cohort. (G)(3). Summer.

ED580, Secondary Student Teaching: Clinically-based experience in an approved setting with students in grades 5-12. Experience is supported with guidance of supervising teacher(s) and university professors. Only for candidates enrolled in Graduate Initial Licensure Program. Should be taken concurrently with ED 438. Prerequisite: Permission of the GILP director and director of student personnel services. (G)(5). Fall and spring.

ED581, Intensive Field Experience: Clinically-based experience in an approved setting with students in grades 5-12. Experience is supported with guidance of supervising teacher(s) and university professors. Only for candidates enrolled in Graduate Initial Licensure Program who currently work as full-time instructional assistants. Should be taken concurrently with ED 438. Prerequisite: Permission of the GILP director and director of student personnel services. (G)(5).

ED584, Strategies for Teaching Children Needing Mild Intervention: This course examines the application of research validated practices in the areas of placement, differentiations in instruction and assessment, adaptations to curriculum areas (P-12), and common instructional strategies used for students who require intermittent and limited support in the general education classroom or resource room. Instructor guided fieldwork is required. (G)(3). Fall.

School Counseling Program Master of Science in School Counseling

The 48-semester-hour master's degree program in school counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets its national standards. The program is experiential and emphasizes a theory-to-practice learning environment. State-of-the-art technology used for clinical supervision maximizes learning and provides opportunities to enhance faculty-student interaction. Our program has partnerships with a local non-profit organization to assist grieving children and a local high-risk inner-city school. Our counselor education faculty is committed to respecting diversity within ourselves, our graduate students, and the PK-12 students our graduates are being prepared to serve. We encourage, promote, and respect diversity in the counselor education curriculum and in the knowledge, skills, and attitudes of our graduate students and alumni.

The School Counseling Program complies with all the national standards of CACREP, including the eight core areas: 1) Professional Orientation and Ethical Practice, 2) Social and Cultural Diversity, 3) Human Growth and Development, 4) Career Development, 5) Helping Relationships, 6) Group Work, 7) Assessment, and 8) Research and Program Evaluation. Student Learning Outcomes cover knowledge and skills and practices in the following areas: 1) Foundations of the Counseling Profession, 2) Counseling, Prevention and Intervention, 3) Diversity and Advocacy, 4) Assessment, Research and Evaluation, 5) Academic Development, 6) Collaboration and Consultation, and 7) Leadership

Courses

ED547, Appraisal: Theory and Technique: Theory and Technique: Studies that provide an understanding of individual and group approaches to assessment and evaluation of all learners. (G)(3). Summer.

ED553, Professional, Legal, and Ethical Issues in Counseling: An orientation to the school counseling profession and associated legal and ethical concerns. (G)(3). Fall.

ED571, Career and Life Planning: Studies that provide an understanding of career development, assessment, and related life factors. (G)(3). Summer.

ED572, Fundamental Counseling Theory and Techniques: A study of basic counseling theories and techniques, followed by application of those techniques to real and role-playing experiences. (G)(3). Spring.

ED575, Human Development Over The Lifespan: An introduction to developmental theory, developmental characteristics over the lifespan, and developmental assessment for counselors-in-training. Issues in today's PK-12 schools will be viewed with a developmental focus. (G)(3). Fall.

ED577, Group Procedures: A study of group interactions, occasions for group counseling, and techniques of group counseling. (G)(3). Spring.

ED630, Diversity and Similarity: This course is designed to help students develop multicultural and advocacy competencies for working with people of diverse groups in society. Students will have opportunities to develop awareness of their own cultural values and biases, to study prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with particular groups. (G)(3). Summer.

ED671, The Administration of Counseling and Guidance Services: An exploration of effective counseling and guidance programs, including the determination of sound principles and functions and selection and training of personnel, organization and administration of the program, and adjustments to changing conditions. (G)(3). Fall and spring.

ED672, Advanced Counseling Theories and Techniques: This course examines various theories of counseling, principles and techniques of counseling and its application to professional counseling settings. The course will provide students the competence to select the form of counseling approach that will be most effective and appropriate for the client's worldview. Prerequisites: ED 572 and ED 577 (G)(3). Fall.

ED673, Research for School Counselors: This course will emphasize critical review of research in the counseling field. There will be a specific focus on the research process, including problem identification, data gathering, and organization and presentation of a research project. (G)(3). Spring.

ED676, Consultation in Counseling: Individual and group study of problems in counseling and guidance. Major emphasis upon problem-solving process and consultation. (G)(3). Summer.

ED677, Foundations of Mental Health Counseling: This course addresses professional practice issues in mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling. (G)(3). Occasionally.

ED678, Diagnosis and Treatment Planning: This course provides an intensive study/analysis of selected counseling cases to enhance assessment competencies in case description, problem appraisal, assessment, diagnostic classification, intervention strategies, as well as case consultation and presentation skills. Emphasis is given to the principles and practices that relate to psychopathy, psychopharmacology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions. (G)(3).

ED679, Contextual Dimensions of Mental Health Counseling: This class will provide an overview of community agency counseling, the roll of the counselor in communities, prevention, outreach, systemic issues, multicultural issues in community agency counseling, advocacy and social change, and service delivery programs. The course will also focus on the application of community counseling theories and problem solving within the community and agency setting. (G)(3). Occasionally.

ED712, Practicum: Counseling: A variety of supervised counseling experiences within the classroom and in the field. Prerequisite: Permission of the instructor. (G)(3). Fall and spring.

ED722, Internship: Counseling:

Counseling—Three hundred clock hours of on-the-job experience in all aspects of counseling and guidance with a qualified supervisor. Prerequisites: Counseling practicum and permission of the instructor. Repeatable for credit for up to six hours. (G)(3). Fall and spring.

ED725, Advanced Internship: An intensive practical opportunity for the counseling student in a selected mental health field setting; internship involves daily observation and personal implementation of counseling theory, strategy, and programming. A supervised seminar (individual and group supervision) will compliment this on-the-job training program. (G)(3). Occasionally.

ED743, Independent Study—Counseling:

Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization, and presentation of the research report. Permission of program adviser. (G)(l) Occasionally.

ED753, Independent Study: Counseling:

Independent study arranged with program adviser. (G)(2). Occasionally.

Accelerated Alternative Program for Initial Licensure in Mild Intervention (P–12)

Students will be accepted to the program by fulfilling the following:

- A. Successfully passed PRAXIS I by meeting the cutoff scores in all three areas of: Reading—176; Math—175; Writing—172. Successful passing scores must be submitted as part of the application. PRAXIS-I-PPST (Pre-Professional Skills Test) is a basic skills test. The three-part battery of tests measures the ability to understand, analyze, and evaluate written messages, solve mathematical problems with skills and knowledge acquired through secondary school, and write effectively.
- B. Submitting three letters of recommendation on your potential with children with exceptional learning needs.
- C. Providing an undergraduate transcript from an accredited university showing a cumulative 3.0 grade point average or above. Applicants must provide evidence

of having achieved a 3.25 or higher in the following subjects: Math, Social Science, Natural Science, and English.

- D. Successfully completing an interview with a Butler faculty panel.
- E. Completing the application to be a non-degree seeking, initial-licensure-only graduate student at Butler University.
- F. Demonstrating prerequisite knowledge: To assess prior learning, the candidate will show the faculty panel that he or she has CLEP scores to show documentation of testing out of other course work.

Program Requirements: Total of 30 semester hours

Note: Schedules for courses are not finalized until one semester prior.

Spring Semester: six hours

- ED480
- ED583
- ED492

Summer I and II: nine hours

- ED490
- ED491
- ED408

Fall Semester: nine hours

- ED584
- ED479
- Elective reading class

Spring Semester: six hours

- ED589
- ED454

**any other classes deemed necessary to complete the entrance to Butler University as decided by the faculty panel.

Courses

ED408, Foundations of Effective Reading

Instruction: This course focuses on teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit, one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G)(3). Fall and spring.

ED454, Assistive Technology: Students learn about the technology that is appropriate to support the learning of students with special needs. A wide range of special needs are considered, including issues related to vision, hearing, mobility, cognition, and learning. Students have an opportunity to put the issues

discussed in the class into action. (U/G)(3). Occasionally.

ED479, Communication and Collaboration with Stakeholders in Special Education:

This course examines how to develop effective communication models with education professionals, community leaders, and families. Instructor guided fieldwork with professionals is required. (U/G)(3). Occasionally.

ED480, Foundations of Teaching Children with Differences:

This course addresses the various psychological principles as applied to understanding and teaching children with differences. Topics include theories of development and their application at various age levels. Developmental appropriate practice, as well as a basic introduction to social, emotional, and cognitive development of students (P-12) is included. (G)(2). Spring.

ED490, Assessment of Children with Special Needs:

This course examines formal and informal assessment and their application to writing Individual Education Plans (IEPs), curriculum modifications and adaptations (academic and social), behavioral management plans, and reports to families. Assessment bias and its implications will be studied. 15 clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall and spring.

ED491, Behavior Management for Inclusive Classrooms:

This course examines positive, effective classrooms, student motivation and practical methods for various behavioral problems common in inclusion classrooms. Emphasis is in designing, implementing, and evaluating positive management in general education classrooms, including functional behavioral analyses and plans. 15 clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall and spring.

ED492, Special Education Law:

This online course will cover information on P.L. 94-142-IDFA/IDEA-97; Section 504; Article 7 and its implication for teachers. The online activities will include reviewing articles, power point presentations, hand-outs and case studies, and participating in discussion via e-mail. Prerequisite: Completion of COE CORE I. (U/G)(1). Fall, spring, and summer.

ED583, Characteristics of Children Needing Mild Intervention:

Surveys the characteristics of exceptional students (P-12) and explores methods and materials for teaching and assessing such students. This course also examines the historical and legal treatment, identification, classification, and unique cognitive and social/emotional characteristics of individuals requiring mild intervention in school settings. 15 clock hours of instructor-guided fieldwork are required. (G)(3). Spring.

ED584, Strategies for Teaching Children Needing Mild Intervention:

This course examines the application of research validated practices in the areas of placement, differentiations in instruction and assessment, adaptations to curriculum areas (P-12), and common instructional strategies used for students who require intermittent and limited support in the general education classroom or resource room. Instructor-guided fieldwork is required. (G)(3). Fall.

ED589, Practicum Teaching and Portfolio Development:

Students will demonstrate differentiation through direct instructional strategies in (P-12) classrooms, collaborate with stakeholders, work with Individualized Education Plans and Functional Behavior Plans, and document progress with students needing mild intervention. A professional standards-based teaching portfolio will be assembled and critiqued as it demonstrates competency in all INTASCCEC teaching standards for mild intervention. (G)(3). Spring.