The Butler University College of Education was created in 1930 when Butler's Department of Education, established in 1919, and the Teachers College of Indianapolis, founded in 1892, 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

The College 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 Council for Accreditation of Educator Preparation.

**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 can be found through Butler's Internship and Career Services website, at www.butler.edu/ics, or on individual school district websites.

**Undergraduate Transition Points**

The College of Education has set four transition points for delineation and progress through the licensure/degree program.

Annual updates will be made available at www.butler.edu/coe.

**Core I and Core II**

To complete COE Core I and Core II, students must meet the following criteria:

1. A cumulative GPA of 2.5. Anyone transferring from another college within the University to the COE must have a cumulative GPA of 2.3.
2. A grade of C or higher in FYS101 and FYS102. A student receiving a grade of C- or below in either class must either repeat the class and receive a grade of C or better or obtain a grade of C or above in a comparable or higher-level class.

3. Successful completion of Core I (grades of C or better): ED112, Introduction to the Profession of Teaching (grade of C or better); (Music Education Majors—ME101, Foundations in Music Education I); ED245, Introduction to Computers in Education (grade of C or better); (Music Education Majors—ME102, Foundations in Music Education II).

The Indiana State Department of Education requires that all candidates demonstrate basic skills proficiency for admission to an education program. The following assessments/routes are used to document basic skills proficiency at the time of admission:

- ACT score of 24 or above (composite score).
- SAT score of 1100 or above (math and verbal).
- Evidence of passing scores on the Core Academic Skills Assessment (CASA). Cutoff scores in each of the three areas: (Reading=220, Math=220, Writing=220).
- Passing scores must be received one week prior to the start of classes each semester.

Philosophy of Teaching Statement
Satisfactory scores on the COE Student Disposition Assessment or satisfactory remediation.

4. Successful completion of Core II (grades 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).

Satisfactory scores on the COE Student Disposition Assessment or satisfactory remediation.

Apply to Teacher Education/Core III (End of Core II)

Upon completion of Core I and Core II, any student who wishes to be admitted to the Teacher Education Program must complete the application available at www.butler.edu/coe and meet the following criteria:

1. Recommendation by the student’s program area and by the COE Recruitment, Retention, and Recognition Committee.
2. Cumulative GPA of 2.5.
3. Completion of approved professional education courses with a GPA of 2.5 or better and no grade lower than a C (C- is not acceptable). These courses are: ED112, ED245, ED241, ED242, and ED244. A course with a grade of C- must be repeated.
4. Satisfactory completion of appropriate clinical and field experiences.
5. A grade of C or above in the major. A class in the major with a grade of C- or below may be repeated to attain a grade of C or above. With the advisor’s permission, the student may instead substitute an equivalent course and attain a grade of C or better.
6. Satisfactory progress must be met in completing requirements for a specific major.

Decision based on above criteria by College committee (with appropriate program representation) on ability to continue in the program.

Core III: Program-Specific

To enter COE Core III, the student must have successfully completed Core I and Core II and must be admitted to teacher education based on the aforementioned criteria. Decision is made by the program area for admittance to Core IV: Student Teaching, and is based on disposition assessment rubrics and grades.

Apply to Core IV: Student Teaching

1. Candidates for student teaching must have completed COE Core I and Core II and 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 at www.butler.edu/coe. Completed applications (except for fall semester grades) are to be submitted to the advisor by the published due date. Completed applications including fall semester grades are due by the published due date. If applications are not received by the published due date, there is no guarantee that a placement will be made.
3. Candidates must have a cumulative GPA of 2.5, a GPA of 2.75 in the teaching major and minor(s), and a GPA of 2.5 in all education courses.
4. 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 COE administrative team and may be asked to appear in person.

**Core IV: Student Teaching and Internship**

The student must have successfully completed COE Core I, Core II, and Core III, be recommended for student teaching or internship by the program, and have met all of the above criteria to be admitted. State licensure tests, CPR/Heimlich certification, and evidence of suicide prevention training are required for initial licensure. Recommendation for licensure is made by program area, based on disposition assessment rubrics and grades.

**Elementary Education**

In addition to receiving a comprehensive liberal arts background, students in the Elementary Education program are prepared 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 Recreation and Sports Studies. Specific curriculum requirements for each content area are available at www.butler.edu/coe.

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

**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.
- Learner needs are social, cultural, linguistic, developmental, physical, emotional, and cognitive in nature.
- Meeting the foregoing needs provides safe opportunities for learners to take risks that lead to individual growth.
- Learners 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 lifelong learning.
- Having a deep understanding of this knowledge base strengthens educators’ 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.
- An 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 an educator’s work.

These beliefs further reflect our College’s core values and guide the student learning outcomes we strive to achieve. These outcomes are as follows:
- Based on both formative and summative assessments, COE Middle/Secondary students will develop, implement, and adapt developmentally appropriate, inquiry-based, and engaging instructional lessons for students in middle school and high school.
- Using critical reflection as a basis for improving their professional practices, our students will create positive and inclusive instructional environments using their understanding of social, cultural, literacy, academic, and cognitive developmental characteristics of adolescent learners.
- They will demonstrate responsibility for their interpersonal and instructional interactions with students, parents, colleagues, and community partners.

Approved Minors in the COE
Mild Intervention Minor
Licensure in Mild Intervention is only available, with additional coursework and passing the state-approved licensure exams, to students pursuing an elementary license. The minor is open to all COE students.

Communication Sciences Disorders majors in the College of Communication may take ED454 and/or ED479 instead of ED490 and/or ED491 to complete the minor. These courses can be taken at any time after taking ED242 but prior to student teaching, and in any order.
- ED243, Methods and Materials, Mild Intervention (3)
- ED490, Assessment of Children with Special Needs (3)
- ED491, Behavior Management for Inclusive Classrooms (3)
- ED492, Special Education Law, online (1)
- Education elective (approved by advisor) (3)

Total hours: 13

Reading Teacher Minor
Students pursuing the Reading Teacher license must pass the state-approved K–6 licensure exams.

To complete the minors, students must achieve a 3.0 minimum GPA in the reading courses in Blocks A and B and the courses listed below. Disposition scores of 3 or higher are required in literacy classes that use the disposition assessment (ED303, ED308, ED408, and ED228).
- ED228, Content Area Literary in Middle/Secondary Curriculum (3)
- ED408, Foundations of Effective Reading Instruction (3)
- ED307, Children’s Literature OR ED420, Adolescent Literature (3)
- ED465, Second Language Acquisition and Assessment (3) (but ED398 Multilingual Learners and Their Cultural Contents or ED498, Methods for Teaching Multilingual Learners (3) could be taken)

Total hours: 12

English as a New Language (ENL) Minor
- ED398, Multilingual Learners and Their Cultural Contexts (3)
- ED408, Problems in the Teaching of Reading (3)
• ED490, Assessment/Evaluation of Children with Differences (3)
• ED498, Methods for Teaching Multilingual Learners (3)
• ED465, Second Language Acquisition and Assessment (3)

Total Hours: 15, plus student teaching (if pursuing licensure)

Early Childhood (EC) Minor
Students pursuing the Early Childhood license must have a student teaching experience in an EC classroom with a licensed EC teacher and pass the state-approved K–6 licensure exams.
• ED243, Methods and Materials, Mild Intervention (3)—offered fall and spring
• ED307, Children's Literature (3)—offered fall and spring
• ED404, Differentiation and Culturally Responsive Teaching in Early Childhood (3)—offered fall and spring
• ED412, Reggio-Inspired Teaching and Documentation of Learning (3)—offered fall only
• ED417, Methods of Teaching in Early Education (3)—offered spring only

Total hours: 15, plus student teaching (if pursuing licensure)

Recreation and Sports Studies Minor
This minor is open to all Butler University students, regardless of their college or major field of study.

Required Courses (13 hours)
* Choose three of six course in the Skills Series
   PE202–207
• PE127, Introduction to HPERD (Health, Physical Education, Recreation, and Dance) (2)
• PE147, Prevention and Treatment of Injuries (3)
• PE124, Experiential Education (1)
• PE202, Basketball/Soccer (1)
• PE203, Pickleball/Golf (1)
• PE204, Tennis/Badminton (1)
• PE205, Ultimate Frisbee/Team Handball (1)
• PE206, Softball/Volleyball (1)
• PE207, Cross Country/Track & Field (1)
• PE240, Foundations of Fitness and Health (2)
• PE261, Theory and Practice of Coaching (2)
• PE218, Water Safety Instructor (2)
• PE235, Educational Gymnastics (2)
• PE237, Educational Dance and Games (3)
• PE311, Officiating Volleyball (2)
• PE312, Officiating Basketball (2)
• PE336, Recreation Program Design (2)
• PE338, Event and Facilities Management (2)
• PWB150, ACE Personal Training (1)
• Dance for Non-majors, in JCA (1)
Max. of 2
• PX210, Building a Better Bulldog (3)
• MK495, Special Topics, Sports Marketing (3)

Total hours: 18

Core Courses Offered by Education
NW260-COE, Earth Systems Science:
In this course, we will use an earth systems perspective to view environmental phenomena, such as global climate change, and the impact of humans on the environment. By the end of the class, students will gain an awareness of some significant scientific theories and achievements, and recognize how they are related both to other areas of science and to our understanding of broader societal issues. In addition, students will develop an understanding of the methods of natural science and a capacity to reason scientifically, as well as experience first-hand the scientific process method through discovery-based learning. (U)(5) Fall.

PCA205-COE, Art and Exceptionality:
Students will gain an understanding of the importance of art in our lives by exploring the intersections of art and people with exceptionality; creating art with exceptional students at VSA Indiana (on-site); and examining our own abilities and perceived disabilities in relation to thinking and engaging creatively. (U)(3)

SW219-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.
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, Introduction 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 organizations aimed at meeting the range of developmental needs of early adolescents and young adults. Field experience is required. Prerequisite: COE major and completion of COE Core I and II. (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 and II, 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. Prerequisite: Successful completion of COE Core I and CASA. (U)(2) Fall, spring, and summer.

ED243, Methods and Materials: Strategies for Teaching Students with Mild Disabilities: This course examines the application of research-validated practices in the areas of placement, differentiated instruction and assessment, adaptations to curriculum, and instructional strategies used for students who require support in the general education classroom or resource room. (U)(3) 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. 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, and 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 Core II. (U)(6) 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, and 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.

ED327, Curriculum and Instruction 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: This 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 is to create a learning experience where you will come to understand leadership theories, styles, and skills. You will learn that leadership development is a process of leading yourself before trying to lead others through the development of your own Personal Leadership Plan. You will collaborate with University and community leaders on how leadership styles are applied and practiced. (U)(3) Spring.

ED371, 21st Century Inquiry and Information Literacy: This inquiry and information literacy course is designed to help education majors, and others, to 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 Practicum: This course is designed to help education majors, and others, to discover how best to learn and teach information, media, and technological literacy skills through the process of research and inquiry. (U)(3) Spring.

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, ED242, ED244. (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 effective teaching all learners. (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) Full and spring.

ED409, Dean’s Short Term Study Abroad: The College of Education Dean’s Office offers a short-term study-abroad experience for all Butler students. This unique opportunity allows students to explore and participate in various cultures around the world, building global competency. Students will meet prior to traveling to research culture and geography of destination. Guided educational tours allow students to be actively engaged in the local culture and develop new perspectives. (U/G)(1-3) Summer.

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 teacher,” 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, and 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 1, 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)(6) 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 student personnel services, and satisfactory completion of ED243, ED307, ED404, and ED412. (U/G)(3) Occasionally.

ED418S, 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, and 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 nonfiction 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 online setting. Prerequisite: Completion of COE Core I, ED227, ED228, and ED327 or co-enrollment. (U/G)(3) Fall.

ED423, Student Teaching Junior/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. Pass/Fail (U)(5) Fall and spring.

ED425, Secondary Student Teaching 1: Taken only in conjunction with ED423 or ED426. 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. Pass/Fail (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. Pass/Fail (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.

ED438, Seminar for the Secondary Clinical Capstone: 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) 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 and 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. Pass/Fail (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 and 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. Pass/Fail (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) 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.

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 is 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 sociolinguistic 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: 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 ED408, ED490, ED497, ED498, and ED465. (U/G)(3) Occasionally.

ED471, Eye Conditions: This course examines the range of eye conditions that cause visual impairment. The function and structure of the eye will be explored. Students will understand the causes of each eye condition, the typical course the condition takes, and the associated teaching and learning adaptations that are required by each. Students will earn to carry out a functional vision assessment. Students will also learn any common coincident disabilities that are typically found with each eye condition. (U/G)(1) Fall.

ED472, Beginning Braille: In this course students will learn the importance of Braille for full literacy of a child who is blind or has low vision. Students will learn the full literary Braille code, including letters, numbers, common punctuation, all the contradictions and rules for composition. Students will also learn to read Braille with their finger, mastering the basic hand movements important for literate readers. Additionally students will learn to use a slate and stylus and braillewriter. Lastly, students will learn about other Braille codes, including foreign language Braille, Nemeth Braille, and music Braille. (U/G)(3) Spring.

ED473, Low Vision Instructional Adaptations: This course focuses on the learning needs of low-vision students. Issues specific to this group of students are examined, including magnification devices, adapted instructional strategies, and social implications. Students will also learn to perform a functional vision assessment and the importance of that assessment for guiding instructional decisions. (U/G)(2) Fall.

ED474, Adapted Materials for Visually Impaired: Students will learn to make or acquire tactile materials for students who are blind or visually impaired. Students will learn how tactile materials function, the benefits of different types of tactile material, and the learning patterns that
are exhibited by learners with respect to tactile materials. Students will learn the importance of appropriate material to foster maximum learning and a positive learning environment. (U/G)(2) Spring.

**ED475, Assistive Technology for Visually Impaired Learners:** This course focuses on assistive technologies specifically for blind and visually impaired students. Technologies that assist with literacy development will be a primary focus. Technologies to support other curricular learning will be also covered, along with technologies that support daily living and recreation. (U/G)(2) Fall.

**ED477, Literacy for Visually Impaired Learners:** In this course, students will learn techniques for teaching Braille. They will learn about hand and finger placement, hand movement, hand coordination, and body posture. Students will learn about reading practice regimes and systems for monitoring progress. Students will practice these techniques with children who are learning Braille. Prerequisites: ED472. (U/G)(2) Summer.

**ED478, Orientation and Mobility for Visually Impaired Learners:** Students will learn fundamental principles of independent travel, including pre-cane skills, sighted guide techniques, cane skills, and working with a helper dog. They will learn both the physical aspects of successful travel as well as the cognitive and emotional aspects. A logical flow of learning for blind and visually impaired learners will be presented and tested. Students will practice these techniques with children who are blind or visually impaired and who are learning to travel independently. (U/G)(3) Summer.

**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) Fall.

**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. (U/G)(3) Summer.

**ED488, Philosophy of Visual Impairment:** In this course, students will meet successful individuals who are blind or visually impaired. They will discuss issues of culture, employment, and recreation that support the success of individuals who are blind or visually impaired. Students will be asked to reflect on these interactions to support the formation of a philosophy of blindness. (U/G)(1) Fall.

**ED489, Practicum with Learners with Visual Impairments:** This practicum is a capstone experience in which students apply their learning from the full course of study. Students will work with youth who are advancing their literacy and learning math and science. Students will work with students on the use of assistive technology. Students will also work with blind and visually impaired youth on developing daily living skills. Prerequisites: Completion of all other VI certification courses. (U/G)(3) Fall, spring, and summer.

**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. 15 clock hours of instructor-guided fieldwork are required. (U/G)(3) Fall, spring, and summer.

**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, spring, and summer.

**ED492, Special Education Law:** This online course is designed to provide an overview of the legal rights of students and their families in the field of special education. The individuals with Disabilities Education Act and its implication for teachers will be emphasized. 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 ED440. 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 that demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Concurrent with ED442. 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 that 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, spring, and summer.

**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.

**ED499, Honors Thesis:** (U)(3) Fall and spring.

See other courses listed in Graduate Programs section.

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**Human Movement and Health Science Education**

The mission of the Human Movement and Health Science Education (HMHSE) 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 HMHSE program is nationally recognized by two specialized program associations, the National Association for Sport and Physical Education and the American Association for Health Education. The HMHSE program functions as an academic content-specific teacher licensure program in physical education (P–12) and health education (P–12); a pre-professional preparation program for allied careers in non-school settings; and a postgraduate-school preparation program for various allied disciplines.

1. **Teacher Licensure.** Candidates who 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 program can pursue careers including but not limited to the following:
   - Coaching—sports for all ages, abilities, and levels
   - Fitness—personal training, corporate wellness, and 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, and 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. Postgraduate Studies. Candidates who complete the 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 program prepares all candidates to sit for credible professional certifications such as the Certified Health Education Specialist, the American College of Sports Medicine, Certified Personal Trainer, Health/Fitness Instructor, National Strength and Conditioning Association, Certified Personal Trainer, and/or Certified Strength and Conditioning Specialist exams.

Core Courses Offered by Human Movement and Health Science Education

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 lifelong 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: Israeli dancing reflects the diverse culture of Israel and the fusion of traditional and contemporary dance styles. This course emphasizes dance as a lifetime fitness activity while acquainting students with other aspects of Israeli culture. The dancers’ social interaction enhances the activity and is integral to the dance form. Open to students who have not completed a PWB course. (U)(1) Fall and spring.

PWB103-DA, Beginning Ballet 2 (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.

PWB105-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.

PWB129-PE, Strength and Conditioning: This course is designed to provide an educational supervised weightlifting environment, which allows students to gain strength, basic knowledge of weight training principles, lifting techniques, and training strategies. 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: 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 lifelong 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 boot camp 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.

PWB150-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, Sports 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.

PWB162S, Wagging, Walking, and Wellness: This course is designed to foster lifelong 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: An introductory course in the physical techniques and philosophy of yoga to achieve a healthier and more balanced life through the ancient practices. No prerequisite; yoga mat required. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall and spring.

PWB164, Continued 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. Prerequisite: 2 years prior experience; yoga mat required. (U)(1) Occasionally.

PWB165, Pressure Point Self Defense: During fall and spring terms, open to students who have not completed a PWB course. (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 towards sustaining a health-enhancing and physically active lifestyle. During fall and spring terms, open to students who have not completed a PWB course. Note: enrollment is reserved for students currently participating on an NCAA Division I Butler intercollegiate sports team. (U)(1) Fall, spring, and summer.

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

HMHSE Courses

PE124, Experiential Education: This course will provide theoretical foundations of experiential education, the history of ropes courses, and the importance of processing, debriefing, and reflection. Students will participate in icebreakers, field initiatives, low course elements, and high course elements. Prerequisite: Minor in Recreation and Sports Studies or permission of instructor. (U)(1) Spring.

PE127, Intro to Health, Physical Education, Recreation, and Dance: An orientation course for HMHSE 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.

PE147, Prevention and Care of Athletic Injuries and Illnesses: This introductory level course is designed to introduce the student to the athletic training profession. The student will learn basic athletic injury and illness prevention strategies and the role of the athletic trainer and the sports medicine team in the prevention and management of such injuries and illnesses. This class includes laboratory and classroom instruction. (U)(3) 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) Fall.

**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) Spring.

**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 and/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. Prerequisite: HMHSE major or permission of instructor. (U)(2) 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 on 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 Centers for Disease Control and Prevention 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 Core 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 longterm exposure to exercise training. Prerequisite: BI257 or equivalent (U) (3) Spring.

PE325, The Adapted Program in Physical Education: Students will study activities suitable for students in adapted programs; obtain knowledge of current special education laws and guidelines; understand assessment of basic locomotor and activity skills; gather information on different disabilities; and participate in observations of local facilities with special education students. (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 COE 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 longterm planning through seminar and field practicum. Prerequisite: PE 331. (U)(5) Fall.

PE336, Recreation Program Design: This course focuses on designing and staging leisure experiences using a servant leadership approach. It provides students with information and practical experiences required to translate agency vision, philosophy, and policies into the design, implementation, and program evaluation of recreation program and services in community or university context. Prerequisite: Minor in Recreation and Sports Studies or permission of instructor. (U)(2) Fall.

PE338, Event and Facility Management: This course will provide information on the operation and management of athletic and recreational facilities. Students will have the opportunity to plan and prepare a major event, to include hands-on opportunities to organize, direct personnel, fundraise, market, and administer a local event. Prerequisite: Minor in Recreation and Sports Studies or permission of instructor. (U)(2) Spring.

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: PE333 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 PE266 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, and III. (U/G) (3) Fall.

**PE445, Internships in Physical Education**: This course is a full-time, 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 Core I–III. Concurrent enrollment PE445. (U/G) (3) Fall, spring, and summer.

**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. 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.

For general information on applying and admission to any Butler graduate program or course, see Admission Information and Requirements chapter. College- and program-specific requirements are detailed below.

**Experiential Program for Preparing School Principals**

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. Admission requirements are available 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

**Non-Master’s Licensure-Only in Education Administration**

For those students who are seeking licensure in Education Administration and already hold a master’s degree, EPPSP offers a 24-credit hour program of study. Students must meet the same requirements for admittance as for the 36-credit hour program, and will participate in the four Core phases with the cohort members with whom they were admitted:

- ED557, School Principalship, Phase 1
- ED558, School Principalship, Phase 2
- ED559, School Principalship, Phase 3
- ED561, School Principalship Phase 4

**EPPSP Student Learning Outcomes**

The EPPSP 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

Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources

Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context, and by acting in a fair and ethical manner

Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

**EPPSP Courses**

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

**ED557, School Principalship—Phase 1:** 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 2:** 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) Full.

**ED559, School Principalship—Phase 3:** 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 4:** 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 1:** 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) Fall.

**ED563, School Principalship—Transition 2:** 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.

**Master’s in Effective Teaching and Leadership**

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 COE 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 thesis research project. More information is available 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 setting or corporation, or continue studies at the doctoral level
METL Student Learning Outcomes

The METL 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
- Displays a commitment to educational practice and research as moral, intellectual, and creative work that demands knowledge, skill, imagination, and care
- Appropriately applies an understanding of research design by conducting data collection and analysis strategies pertinent to classroom research
- Demonstrates an understanding of teacher leadership and commitment to teacher leadership by serving as educational leaders

METL 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.

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 1, 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 nonfiction 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 online 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: 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 ED408, ED490, ED497, ED498, and ED465. (U/G)(3) Occasionally.

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, spring, and summer.

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)(2) 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)(3) 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. Prerequisites: ED530, ED531 (G)(3) Fall.

ED509, 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) Occasionally.

ED515, 21st Century Inquiry and Information Literacy (Graduate): This inquiry and 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) Fall and 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) Summer.

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) Occasionally.

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. Prerequisites: ED530, ED531, ED504, and ED569, 12 hours of graduate electives. (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, and 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. Prerequisites: ED530, ED531, ED504, ED569, and ED535, 15 hours of graduate electives. (G)(3) Spring.

**ED700, Project/Thesis (MS):** 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)(1) Occasionally.

**ED742, 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.

**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)(1) 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)(2) 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)(2) Occasionally.

**Master of Science in School Counseling**

The 48-hour Master of Science in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). Program requirements meet or exceed the 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. The department also offers the additional 12 hours necessary to receive the LMHC license. The program has partnerships with a local nonprofit organization to assist grieving children and a local PK–12 urban school. The counselor education faculty is committed to respecting diversity and similarity 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 expected of our graduate students and alumni.

The program complies with all CACREP national standards, 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, skills, and practices in the following areas: foundations of the counseling profession; counseling, prevention, and intervention; diversity and advocacy; assessment, research, and evaluation; academic development; collaboration and consultation; and leadership.

**School Counseling Learning Outcomes**

- Articulate the professional roles, functions, and relationships with other human service providers
- Define theories of learning and personality development, individual and family development, and transitions across the life-span
- Identify career, vocational, educational, occupational, and labor market information resources, as well as other electronic career information systems
- Demonstrate ability to provide individual and group counseling for those students experiencing personal or social problems that interfere with learning, along with prevention programs
- Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, and gender and sexual identity

**MS in School Counseling Courses**

**ED547, Appraisal—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) Summer.

**ED630, Diversity and Similarity:** This course is designed to help students develop multicultural and advocacy competencies for working with people of diverse groups on 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) Spring.

**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: ED572 and ED577. (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, Leadership, Advocacy, and 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) Fall.
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) Fall.

ED679, Contextual Dimensions of Mental Health Counseling: This class will provide an overview of community agency counseling, the role 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) Spring.

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: 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 complement this on-the-job training program. (G)(3) Annually, term varies.

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)(1) Occasionally.

ED753, Independent Study—Counseling: Independent study arranged with program adviser. (G)(2) Occasionally.

Alternative Licensure and Certificate Graduate Non-Degree Seeking Programs

The following graduate non-degree certificate programs are offered in the College of Education. For more information, visit the COE website at www.butler.edu/coe or contact the Graduate Education Office at 317-940-9501.

- Accelerated Alternative Program for Initial Licensure in Mild Interventions (Grades P–12)*
- College and Career Readiness
- Graduate Initial Licensure Program (Grades 5–12)*
- Hinkle Academy for Wellness and Sport Leadership
- International Baccalaureate Teaching and Learning
- Licensed Mental Health Counselor
- Visually Impaired**

* indicates licensure program
** indicates a minor add-on

Accelerated Alternative Program/Certificate for Initial Licensure in Mild Interventions

There is a nationwide shortage of qualified teachers in special education. To enter this challenging field, join Butler’s Graduate Initial Licensure Program in Special Education. In one year, you can become licensed to teach students in special education needing mild intervention in preschool through grade 12. Our non-degree program is for adults with bachelor’s degrees in education or other subjects. It is an effective alternate route to licensing for individuals now working as job coaches or instructional aids and assistants, as well as those who want to transition to a rewarding education career.

Plan of Study: Total of 30 semester hours*

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

Spring Semester (6 hours)
- ED480
- ED583
- ED492

Summer I and II (9 hours)
- ED490
- ED491
- Elective reading class

Fall Semester (9 hours)
- ED584
- ED479
- ED408

* indicates licensure program
** indicates a minor add-on
Spring Semester (6 hours)

- ED589
- ED454

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

See full information on non-degree-seeking graduate admission for this program on page XX.

Accelerated Alternative Program for Initial Licensure in Mild Interventions 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 is 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) Fall.

**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. (U/G)(3) Summer.

**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, spring, and summer.

**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, spring, and summer.

**ED492, Special Education Law:** This online course is designed to provide an overview of the legal rights of students and their families in the field of special education. The Individuals with Disabilities Education Act and its implication for teachers will be emphasized. 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. (G)(3) Summer.

**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 INTASC/CEC teaching standards for mild intervention. (G)(3) Spring.
College and Career Readiness Certificate

The College and Career Readiness Certificate program (CCR) will build on the current 48 credit hour master's degree in School Counseling offered by the College of Education. Although there is clear benefit for current students in the master’s of School Counseling, the main target audience for the CCR certificate is practicing school counselors in the state of Indiana. This certificate program will consist of nine graduate credit hours and will be offered in the spring semester and both summer sessions. For complete details, please visit www.butler.edu/coe.

Graduate Initial Licensure Program/Certificate

The Graduate Initial Licensure Program (GILP) is a 31-hour program consisting of 24 hours of graduate level coursework and seven hours of a clinical capstone experience. The program follows a cohort model in which each student proceeds through the program with a consistent peer group. Students have the option to complete this program independently to obtain a teaching license for grades 5–12 in their content area of expertise or may continue on to complete the Master’s in Effective Teaching and Leadership (METL).

Plan of Study for Graduate Initial Licensure Program:

ED 530 & 531, Foundations in Effective Teaching and Leadership, Part I & II (G6)

ED 420, Young Adolescent Literature and Strategies for Teaching Literature (G3), OR ED529, Teaching Reading in the Content Areas (G3)

ED 450, Introduction to Secondary Education (2)

ED 528, Issues in Curriculum & Instruction (Secondary Content Methods) (G3), AND ED528A, Secondary Curriculum and Instruction Field Experience Lab (G1)

ED 534a, Topical Seminar: Inclusive Pedagogy for Diverse Learners (G3)

ED 480, Foundations of Teaching Children with Differences (G2)

ED 583, Characteristics of Children Needing Mild Intervention (G3)

ED 492, Special Education Law (G1)

ED 438, Seminar for the Secondary Clinical Capstone Experience (G2)

ED 580, Secondary Student Teaching, OR ED 581, Intensive Field Experience (G5)

See full information on non-degree-seeking graduate admission for this program on page 36.

Graduate Initial Licensure Program Courses

ED420, Adolescent Literature and Strategies for Teaching: This hybrid course familiarizes students with a wide variety of fiction and nonfiction 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 online setting. Prerequisite: Completion of COE Core I, ED227, ED228, and ED327 or co-enrollment. (U/G)(3) Fall.

ED438, Seminar for the Secondary Clinical Capstone: 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) 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.

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. (U/G)(3) 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.

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.

ED528A, 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 ED528. 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 1: 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) 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) 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 ED438. Prerequisite: Permission of the GILP director and director of student personnel services. (G)(5) 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 ED438. Prerequisite: Permission of the GILP director and director of student personnel services. (G)(5) 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.

Hinkle Academy for Wellness and Sport Leadership Certificate

The Hinkle Academy is a graduate-level, 12-credit-hour certificate program. Designed by members of Butler’s Department of Athletics, College of Education, and Health and Recreation Complex, the Hinkle Academy uses the Butler Way ethos as a foundation for studying effective leadership. It will prepare you to empower team commitment and excellence in your organization and community. You will connect with recognized Indianapolis leaders in sport and wellness and with professional experiences and help design your own apprenticeship. Completing this one-year, graduate-level hybrid certificate program can take you one-third of the way towards a Butler Master’s in Effective Teaching and Leadership degree or towards another graduate degree programs pending approval.

Hinkle Academy for Wellness and Sport Leadership Certificate Courses

ED550, The Hinkle Academy: Creating Community and Culture: This course focuses on communication, culture, and theoretical foundations that frame innovative program development and effective leadership based on the principles of The Butler Way. Students will review research, examine essential relationships, investigate a successful model, and identify strategies for successful communication. (G4)

ED551, The Hinkle Academy: Innovation and Program Development: This course focuses on learning the essential components of successful program development. Topics include marketing, facility operations, event management, legal aspects, personnel, wellness coaching, and current event discussions. Students will have the opportunity to develop, plan, and implement real-world programs and events via Butler University and Indianapolis-based businesses and agencies. (G4)
ED552, The Hinkle Academy: Experiential Apprenticeship: This course is an eight-week, field-based apprenticeship at an approved agency under the guidance of site-based supervisors and University mentors. Students will apply concepts and strategies for program innovation and development, culminating in an original project presented at both the apprenticeship site and the University. (G4)

International Baccalaureate Teaching and Learning Certificate

Would you like to teach in an International Baccalaureate (IB) world school, or other global education settings? In one year, you can prepare for certification in the IB Primary Years Programme (PYP, instruction for ages 3-12) or the IB Middle Years Programme (MYP, instruction for ages 11-16). Course credits can be applied to the elective requirement of the Master’s in Effective Teaching and Leadership degree at Butler.

International Baccalaureate Teaching and Learning Courses

ED503-60, Curriculum Processes in the International Baccalaureate Primary Years Programme: Students will identify the key areas of commonality and difference in the three International Baccalaureate (IB) programs, adopt the educational principles of the IB Primary Years Programme (PYP), and apply and critique the curricular structure to promote and develop the values and philosophy of the PYP within the school context. (G3)

ED503-65, Curriculum Processes in the International Baccalaureate Middle Years Programme: Students will identify the key areas of commonality and difference in the three International Baccalaureate (IB) programs, adopt the educational principles of the IB Middle Years Programme (MYP), and apply and critique the curricular structure to promote and develop the values and philosophy of the MYP within the school context. (G3)

ED503-61, Teaching and Learning in the International Baccalaureate Primary Years Programme: Students will plan, develop, and reflect on the processes that support the achievement of Primary Years Programme (PYP) learning outcomes; design learning activities and develop teaching strategies that support the achievement of PYP learning outcomes; differentiate teaching and learning activities to meet the needs of all students; select and use a range of appropriate teaching and learning resources that support the achievement of PYP learning outcomes. (G3)

ED503-66, Teaching and Learning in the International Baccalaureate Middle Years Programme: Students will plan, develop, and reflect on the processes that support the achievement of Middle Years Programme (MYP) learning outcomes; design learning activities and develop teaching strategies that support the achievement of MYP learning outcomes; differentiate teaching and learning activities to meet the needs of all students; select and use a range of appropriate teaching and learning resources that support the achievement of MYP learning outcomes. (G3)

ED503-62, Assessment in the International Baccalaureate Primary Years Programme: Students will identify the role of varied assessments in supporting the achievement of International Baccalaureate Primary Years Programme (PYP) learning outcomes; develop and implement assessment strategies and associated rubrics that support the achievement of PYP learning outcomes; design differentiated assessment tasks and rubrics that enable teachers to meet the needs of all PYP students; provide effective feedback to students and parents regarding the achievement of PYP learning outcomes. (G3)

ED503-67, Assessment in the International Baccalaureate Middle Years Programme: Students will identify the role of varied assessments in supporting the achievement of International Baccalaureate Middle Years Programme (MYP) learning outcomes; develop and implement assessment strategies and associated rubrics that support the achievement of MYP learning outcomes; design differentiated assessment tasks and rubrics that enable teachers to meet the needs of all MYP students; provide effective feedback to students and parents regarding the achievement of MYP learning outcomes. (G3)

ED503-63, Professional Learning in a Global Context Primary Years Programme: Students will evaluate the impact of their planning, teaching, and assessment activities and resources on student learning and revise their Primary Years Programme (PYP) practices; participate in and evaluate collaborative working practices and use information and communication technologies to engage with the wider IB community to further develop PYP learning outcomes. (G3)

ED503-68, Professional Learning in a Global Context Middle Years Programme: Students will evaluate the impact of their planning, teaching, and assessment activities and resources on student learning and revise their
Middle Years Programme. (MYP) practices; participate in and evaluate collaborative working practices and use information and communication technologies to engage with the wider IB community to further develop MYP learning outcomes. (G3)

Licensed Mental Health Counselor Certificate
Butler University offers a graduate non-degree program specifically designed to build on the master’s in School Counseling, providing the coursework required for the State of Indiana License in Mental Health Counseling (LMHC). This 12-credit hour certificate program provides the three content-based classes and the advanced internship that align with state requirements for the LMHC. The program is designed to dovetail with the 48 credit hour master’s in School Counseling, but admission is not limited to school counselors. Classes can be taken individually, according to availability. *With demand for mental health workers on this rise, the LMHC certificate opens the door to many interesting job opportunities.

*Permission is required to enroll in the Advanced Internship

Licensed Mental Health Counselor Certificate Courses
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. (G3)

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, psychopharmacology, intervention strategies as well as case consultation and presentation skills. Emphasis is given to the principles and practices that relate to psychopathology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions. (G3)

ED679, Contextual Dimensions of Mental Health Counseling: This class will provide an overview of community agency counseling, the role 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. (G3)

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. (G3)

Teachers of the Visually Impaired Certificate
Butler University offers a graduate non-degree program designed to offer candidates greater depth of instruction, more hands-on work with visually impaired students, and greater contact with successful blind adults as role models. The program consists of a series of nine courses totaling 19 credit hours. This program can be an add-on to an existing undergraduate or graduate license. Students must complete an introduction to special education course before they begin the Teachers of the Visually Impaired (VI) program. The program prerequisites are classes currently required in our Elementary Education major (ED490, Assessment of Students with Special Needs, and ED492, Special Education Law).

The courses offered during the fall and spring semesters will be taught as hybrid classes with a blend of online and face-to-face instruction. The summer courses will be taught at a location that includes children who are visually impaired, e.g., at the Indiana School for the Blind and Visually Impaired during summer enrichment programs.

Teachers of the Visually Impaired Courses
ED471, Eye Conditions: This course examines the range of eye conditions that cause visual impairment. The function and structure of the eye will be explored. Students will understand the causes of each eye condition, the typical course the condition takes, and the associated teaching and learning adaptations that are required by each. Students will earn to carry out a functional vision assessment. Students will also learn any common coincident disabilities that are typically found with each eye condition. (U/G)(1) Fall.

ED472, Beginning Braille: In this course students will learn the importance of Braille for full literacy of a child who is blind or has low vision. Students will learn the full literary
Braille code, including letters, numbers, common punctuation, all the contradictions and rules for composition. Students will also learn to read Braille with their finger, mastering the basic hand movements important for literate readers. Additionally students will learn to use a slate and stylus and braillewriter. Students will learn about other Braille codes, including foreign language Braille, Nemeth Braille, and music Braille. (U/G)(3) Spring.

ED473, Low Vision Instructional Adaptations: This course focuses on the learning needs of low-vision students. Issues specific to this group of students are examined, including magnification devices, adapted instructional strategies, and social implications. Students will also learn to perform a functional vision assessment and the importance of that assessment for guiding instructional decisions. (U/G)(2) Fall.

ED474, Adapted Materials for Visually Impaired: Students will learn to make or acquire tactile materials for students who are blind or visually impaired. Students will learn how tactile materials function, the benefits of different types of tactile material, and the learning patterns that are exhibited by learners with respect to tactile materials. Students will learn the importance of appropriate material to foster maximum learning and a positive learning environment. (U/G)(2) Spring.

ED475, Assistive Technology for Visually Impaired Learners: This course focuses on assistive technologies specifically for blind and visually impaired students. Technologies that assist with literacy development will be a primary focus. Technologies to support other curricular learning will be also covered, along with technologies that support daily living and recreation. (U/G)(2) Fall.

ED477, Literacy for Visually Impaired Learners: In this course, students will learn techniques for teaching Braille. They will learn about hand and finger placement, hand movement, hand coordination, and body posture. Students will learn about reading practice regimes and systems for monitoring progress. Students will practice these techniques with children who are learning Braille. Prerequisites: ED472. (U/G)(2) Summer.

ED478, Orientation and Mobility for Visually Impaired Learners: Students will learn fundamental principles of independent travel, including pre-cane skills, sighted guide techniques, cane skills, and working with a helper dog. They will learn both the physical aspects of successful travel as well as the cognitive and emotional aspects. A logical flow of learning for blind and visually impaired learners will be presented and tested. Students will practice these techniques with children who are blind or visually impaired and who are learning to travel independently. (U/G)(3) Summer.

ED488, Philosophy of Visual Impairment: In this workshop, students will meet successful individuals who are blind or visually impaired. They will discuss issues of culture, employment, and recreation that support the success of individuals who are blind or visually impaired. Students will be asked to reflect on these interactions to support the formation of a philosophy of blindness. (U/G)(1) Fall.

ED489, Practicum with Learners with Visual Impairments: The practicum is a capstone experience in which students apply their learning from the full course of study. Students will work with youth who are advancing their literacy and learning math and science. Students will work with students on the use of assistive technology. Students will also work with blind and visually impaired youth on developing daily living skills. Prerequisites: Completion of all other VI certification courses. (U/G)(3) Fall, spring, and summer.