

DEPARTMENT OF EDUCATION

Dr. Nichols, Chair; Dr. Genareo, Associate Chair; Dr. Culbertson, Dr. Edwards, Dr. Johnson, Dr. Mackey, Mrs. Scheffler, Dr. J. Stephens, Mrs. VanTil. Part-Time: Dr. Connelly, Mrs. Dreves, Mr. Foster, Mrs. Mincey, Mrs. Patterson, Mrs. Potter, Mr. Schubel, Mr. Shaffer.

The Education Department of Grove City College embraces the mission, goals, and objectives of the College while implementing standards established for teacher education by the state of Pennsylvania and as recommended by research in the field of education. The faculty of the Education Department supports these objectives and standards and seeks to provide the specialized knowledge required by the education profession. Department faculty and staff members dedicate themselves to assist Grove City College pre-service teachers gain an understanding of the craft while supplying them with ample field experiences to practice the art of teaching.

Pedagogical, intellectual, and professional knowledge represent the tools of the teaching craft. These tools are selected so that our pre-service teachers possess the skills they need to plan, assess, and adapt instruction to various ethnicities, socio-economic groups, learning styles, and learning capabilities. We are united in our commitment to supply our pre-service teachers with the necessary capabilities to be successful in teaching to the whole person when they leave our mentoring and enter their own classrooms.

Education majors who are planning to become teachers or to pursue graduate studies following graduation should strive to be good writers and speakers and to know how to find, analyze, and use information. To that end, Education 488 is a Writing Intensive (WI) and Speaking Intensive (SI) course. Education 201, 202, 488 and Psychology 102 are Information Literacy (IL) courses designed to provide the necessary skills for Education majors to use electronic information technology and resources and explore scholarly research within the field of education.

CERTIFICATION OF TEACHERS

Grove City College is approved by the Pennsylvania Department of Education in the areas of early childhood, elementary, and secondary school education. Teachers are prepared for careers in public, private, and Christian education. Secondary certification fields include Biology, Chemistry, English (also with communications), Foreign Language (French and Spanish), Mathematics, Music, Physics, Social Sciences, along with the interdisciplinary fields of General Science - Biology, Biology/Environmental Education, Chemistry, and Physics. Students are expected to contact their advisors for a detailed schedule of courses recommended to meet requirements for a major and also the professional education course requirement.

The Instructional I Certificate is issued by the Pennsylvania Department of Education to those Grove City College graduates who have completed an approved college program, successfully fulfilled Pennsylvania Teacher Certification requirements

(including required testing, Act 33, Act 34, and Act 114 clearances), and have been recommended by the College for certification.

It should be noted that graduation and certification are not synonymous terms. All students seeking certification must apply to the Department of Education for admission to the certification program. Admission, retention, and recommendation for certification are contingent upon the approval of the Department of Education and the faculty of the student's area of certification.

SCHOLASTIC REQUIREMENTS, ADMISSION AND RETENTION

All students wishing to enter the teacher education program must make formal application for admittance and receive acceptance in accordance with admission requirements. **Students seeking admission as credential candidates should make formal application by November 1 of the sophomore year.** Non-traditional (returning) students are advised on an individual basis (*see Student Life section*).

All students will be required to have a 3.00 Career Quality Point Average (CQPA) to be certified by the Commonwealth of Pennsylvania. This requirement reflects provisions as stated by Chapter 354, passed by the Pennsylvania State Board of Education in May 2000.

In order that students may meet the above standard, the Education Department monitors progress. Students must maintain a minimal CQPA and MQPA as they advance through each academic year. These QPA requirements are detailed in the *Education Department Handbook*. Students are, therefore, advised to reference this source for further information.

POLICY GOVERNING COURSE REQUIREMENTS FOR CERTIFICATION ONLY TEACHER CANDIDATES

For those teacher candidates who are already certified in some area and seek certification at Grove City College in an additional area, the following guidelines are to be followed:

- Candidates who have already taken courses in the area in which they seek certification must take at least 50% of the courses required for this certification at Grove City College.
- Candidates who start with no hours in the additional area of certification may only transfer six hours to Grove City College without special advance permission from the department head in their new area of certification.
- Candidates seeking certification must have a minimum career QPA of 3.00 and a minimum major QPA of 2.75 to enter the Grove City College program.

For candidates who have no certification but have a degree from a regionally accredited college or university, these guidelines are to be followed:

- Candidates who have had the required hours in their major (as shown on their status sheet) but require education courses for certification must take all of their education courses at Grove City College. (Under certain conditions up to six hours may be taken elsewhere with prior approval.) Candidates who have the

required hours in their major may, however, be required to take up to fifteen additional hours in their subject area at the discretion of their subject area advisor.

- Candidates who have had their hours in education (as shown on their status sheet) but have not had the required subject area courses must take all of their subject area courses at Grove City College. (Under certain conditions up to six hours may be taken elsewhere with prior approval.)
- Candidates who have not had the required education and subject area courses will follow both of the above guidelines.
- Candidates must have completed the teacher education core curriculum courses.
- Candidates who have already earned an undergraduate degree must have a minimum career QPA of 3.00 and a minimum major QPA of 2.75 to enter the Grove City College program.
- Additional requirements for certification may include passing scores on the Praxis exam.

REQUIREMENTS FOR TEACHING IN OTHER STATES

Students seeking certification in states other than Pennsylvania should consult the credential officer in the Department of Education.

TEACHER'S EXAMINATIONS

Credential Candidates must successfully complete the appropriate sections of the National Teachers Examination for certification in Pennsylvania or other states. Test advisement, applications and schedules for examinations are available in the Department of Education.

EARLY CHILDHOOD PROGRAM

Students completing this program may be required to complete more than the standard 128 hours required to graduate from Grove City College and may also incur additional tuition charges. Students applying for dual certification in Elementary Education and Early Childhood Education may have the option to request a primary student teaching assignment at the early childhood level. Program requirements and other specific details are available in the Education Department Office.

Course Requirements for Bachelor of Science Degree in Elementary Education (ELES)

Major Field Requirements (51 hours):

Education 201, 202, 315, 321, 323, 324, 325, 326, 327, 328, 381, 382, 383, 441, 443, and 488; Psychology 102 and 209.

Major-Related Requirements (33 hours):

Computer Science 204; History 141, 251, and 252.

Mathematics 151 and 152; Psychology 303.

Science 201 and 203 and either Science 202 or 204.

Area of Emphasis - select one from the following six areas (12 hours):

Environmental Science: Science 204; Biology 231 and either Biology 320 or 421.

French: French 201, 202, 305, and one course from French 307, 308, 309, 312, 320, 321, or 340. (*NOTE: Students who are already competent at the intermediate level will substitute two upper level courses for French 201 and 202.*)

German: Choose four courses from the following choices: German 201, 202, 301, 302, 310, 316, 330, or 334.

Science/Math: Science: 3-8 hours; Math: 4-9 hours from Mathematics 111; 141 or 161; 231 or other approved Mathematics courses; Psychology 203 or Business 201.

Social Studies/English: One course from Political Science 101 or 204; one course from Sociology 101, 103, 201, or History 357; Two courses from English 203, 204, 205, 206, 220, 230, 242, 246, 250, 252, 260, 351, 352, 355, 371, 381, 402, Education 330, or Communication 104.

Spanish: Spanish 201, 202, 303, and one course from Spanish 300 or 324. (*NOTE: Students who are already competent at the intermediate level will substitute two upper level courses for Spanish 201 and 202.*)

Courses that count in the ELES major quality point average (MQPA):

All courses with “EDUC” prefix, PSYC 102, and PSYC 209. A minimum MQPA of 2.00 is required to graduate.

Course Requirements for Bachelor of Science Degree in Early Childhood Education (EACH)

Major Field and Major-Related Requirements: Same as Elementary Education requirements.

Area of Emphasis (12 hours): Same as Elementary Education requirements.

Early Childhood Education Requirements (29-30 hours): Education 340, 341, 343, 384, 430 and 443; Education 441 or 445; Psychology 209.

Courses that count in the EACH major quality point average (MQPA):

All courses with “EDUC” prefix, PSYC 102, and PSYC 209. A minimum MQPA of 2.00 is required to graduate.

EDUCATION (EDUC)

201. FOUNDATIONS OF EDUCATION I. A survey analysis of the historical, philosophical, and sociological foundations of education from origin to the present day. Application of the past to the present and implications for the future will be highlighted. This course satisfies the Information Literacy (IL) requirement for Elementary Education and Early Childhood Education majors. *Fall semester only, three hours.*

202. FOUNDATIONS OF EDUCATION II. Analysis of political, financial, legal, organizational, pedagogical, and reform issues related to American education with emphasis upon understanding the contributions of Western Civilization, the impact of

American institutions on current conditions, the influence of current research, and the direction in which current reform movements are influencing change. This course satisfies the Information Literacy (IL) requirement for Elementary Education and Early Childhood Education majors Prerequisite: Education 201.

Spring semester only, three hours.

208. FUNDAMENTALS OF ENVIRONMENTAL EDUCATION. This course will provide an introduction to environmental education. The implications of the definition of environmental education will be explored and the resulting paradigm will be developed. Topics addressed will include the history of and current trends in environmental education; the scope and sequence of our program; the interrelatedness of environmental science, economics, sociology, political institutions and processes, and technology in relation to environmental management; an introduction to methodology for the informal sector; issue formation and articulation; and environmental problem solving.

Spring semester only, two hours.

305. BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION. This course is divided into sections by specific secondary certification areas. The course is designed to prepare secondary credential candidates with the ability to apply basic concepts of curriculum and instruction in their specific discipline and to use a wide variety of strategies for planning, conducting, and evaluating units of instruction. The course places emphasis on the materials being used in the secondary classrooms and includes classroom management; instructional materials selection; reading in the content areas; lesson presentation and critique; and conferencing techniques. This course is limited to students who have been admitted to and are in good standing in the credentials program. This course is to be taken the semester before the actual student teaching experience, and taken concurrently with specific methods courses (Education 306-310).

Semester course, three hours.

306. FIELD EXPERIENCE/METHODS OF TEACHING MATHEMATICS. A study of the methods, materials, organization of subject matter, and professional perspective of mathematics instruction in the secondary schools. Designed to complement and expand upon the skills developed in curriculum and instruction. Taken concurrently with Education 305. An extensive clinical field experience is a required part of this course.

Semester course, two hours.

307. METHODS OF TEACHING MODERN LANGUAGES. A course designed to familiarize students with both theoretical and practical aspects of teaching foreign languages: listening, speaking, reading, writing, and culture. In addition, the history of foreign language teaching in the U.S. and of American attitudes toward foreign languages, peoples, and cultures will be presented along with an in-depth study of the various methods used to teach foreign languages in the U.S. Students must register for either French 362 and 364 or Spanish 362 and 364.

Spring semester only, two hours.

308. FIELD EXPERIENCE/METHODS OF TEACHING ENGLISH AND COMMUNICATION. A study of the methods, materials, organization of subject matter, and professional perspective of English and communication instruction in the

secondary schools. Designed to complement and expand upon the skills developed in curriculum and instruction. Taken concurrently with Education 305. An extensive clinical field experience is a required part of this course. *Semester course, two hours.*

309. FIELD EXPERIENCE/METHODS OF TEACHING SCIENCE. A study of the methods, materials, organization of subject matter, and professional perspective of science instruction in the secondary schools. Designed to complement and expand upon skills developed in curriculum and instruction. Taken concurrently with Education 305. An extensive clinical field experience is a required part of this course.

Semester course, two hours.

310. FIELD EXPERIENCE/METHODS OF TEACHING THE SOCIAL SCIENCES. A study of the methods, materials, organization of subject matter, and professional perspective of social science instruction in the secondary schools. Designed to complement and expand upon skills developed in curriculum and instruction. Taken concurrently with Education 305. An extensive clinical field experience is a required part of this course.

Semester course, two hours.

311. ELEMENTARY MUSIC METHODS (MUSIC EDUCATION). A study of music materials, methods, and applications for elementary and/or preschool instruction.

Fall semester only, three hours.

312. SECONDARY MUSIC METHODS (MUSIC EDUCATION). A study and comprehensive survey of music materials, methods, and applications for junior and senior high school music instruction.

Spring semester only, three hours.

315. MUSIC METHODS FOR ELEMENTARY TEACHERS. A study of music materials and teaching methods designed to prepare the elementary and preschool teacher to engage students in musical learning experiences. Prerequisite: sophomore standing.

Semester course, one hour.

321. TEACHING ELEMENTARY ART. A study of materials and methods of instruction in art for the elementary and preschool including topics in the theory and practice of teaching art. Prerequisite: sophomore standing.

Semester course, one hour.

323. TEACHING ELEMENTARY READING. A course designed to acquaint future elementary and early childhood teachers with strategies for encouraging emergent literacy, word identification, and the reading of extended text. Methods of instruction and diagnostic/management techniques for teaching reading will be explored. Directed field experience is required in the elementary school where students administer informal tests, monitor inventories, plan lessons, and use a variety of approaches and materials in instructing students. Prerequisite: Junior or senior standing. Concurrent enrollment in Education 382 is required.

Fall semester only, three hours.

324. TEACHING ELEMENTARY SOCIAL SCIENCES. A study of resources and methods of teaching elementary and preschool social studies including geography. Also emphasizes the development of competencies associated with the use of audio-visual

equipment and materials. Directed field experience in the elementary schools is required. It is strongly recommended that this course be taken after completing Education 327. Prerequisite: sophomore standing. *Semester course, three hours.*

325. TEACHING ELEMENTARY SCIENCE AND HEALTH. A course of instruction in methods of teaching elementary and preschool science, health, and physical education. Includes development of competencies in the planning and use of hands-on materials and application in classroom instruction. Directed field experience in the elementary schools is required. It is strongly recommended that this course be taken after completing Science 201, 202 or 203. Prerequisite: sophomore standing.

Semester course, three hours.

326. TEACHING ELEMENTARY LANGUAGE ARTS. A course designed to acquaint future elementary and early childhood teachers with the methods and materials used in teaching both oral and written expression, spelling, handwriting, vocabulary building, listening, and English grammar. Directed field experience in the elementary schools is required. Concurrent enrollment in Education 383 is required. Prerequisite: Education 323 and junior or senior standing. *Spring semester only, three hours.*

327. TEACHING ELEMENTARY MATHEMATICS. Elementary mathematics concepts and pedagogy will be introduced within the framework of the curriculum and evaluation standards recommended by the National Council of Teachers of Mathematics. Mathematical strands to be explored include: geometry; measurement; number sense; whole number operations; patterns and functions; fraction and decimal operations; graphing; statistics; and probability. A strong emphasis will be placed on problem solving as a skill needed to make informed decisions about life. All concepts will be taught with a dependence on manipulative activities. The scope of the course goes from early childhood to adolescence. A structured field experience is embedded within the course. It is strongly recommended that this course be completed before taking additional three-credit elementary methods courses. Prerequisite: sophomore standing.

Semester course, three hours.

328. CHILDREN'S LITERATURE. A survey of children's literature for early childhood, intermediate, and middle grades with an extensive representation of books from classic and contemporary authors and illustrators. Major literary genres are studied, story-telling techniques are discussed, and issues in literature for children are explored. A developmental perspective to selecting quality books is emphasized. Open to elementary and early childhood majors only. Junior or senior level course.

Semester course, two hours.

330. LITERATURE AND WRITING FOR THE SECONDARY CLASSROOM. A course designed to familiarize the student with both theoretical and practical aspects of teaching literature and writing used at the secondary level. Included will be a discussion of literature selection, treatment of the material, and writing assessment procedures. Traditional works will be emphasized. *Spring semester only, three hours.*

340. EARLY CHILDHOOD FOUNDATIONS. This course provides an introduction to the history, philosophy, and goals essential to educating children from birth through age eight. Classical and contemporary early childhood program models are examined, a framework for a developmentally appropriate environment is established, and the role of the early childhood practitioner is emphasized. Observations of classrooms are integral to the course. It is recommended that this course be taken concurrently with Education 384. Sophomore or junior level course. Typically offered Fall semester.

Semester course, three hours.

341. EARLY CHILDHOOD CURRICULUM AND INSTRUCTION. This course provides an overview of all curriculum components essential for operating an early childhood classroom with a focus on preschool and primary environments. Major curriculum approaches explored and implemented in early childhood settings include a traditional structured approach, a thematic approach, and the project approach. An awareness of learning styles, diversity, and special needs are integral to effective planning. The role of assessment in the curriculum sequence is included. Students are required to implement curriculum approaches in selected sites. Junior or senior level course. Prerequisites: Education 340 and 384. Typically offered Spring semester.

Semester course, three hours.

343. TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION. This course examines contemporary trends and issues surrounding early childhood education discussing sociological, psychological, political, and economic forces shaping contemporary families, children, and schooling. Current educational practices, curriculum, and administration of programs are integral topics included in this study. Junior or senior level course. Prerequisites: Education 340, 341, and 384.

Semester course, three hours.

361. EXCEPTIONALITIES IN THE SECONDARY SCHOOL. This course provides theory, practical application, and an internship enabling secondary education majors to gain experience in providing modified instruction to meet the needs of students labeled exceptional and receiving special education services. Prerequisite: Psychology 102.

Semester course, one hour.

371. SECONDARY FIELD EXPERIENCE (FIRST LEVEL). An internship course designed to permit students to engage in five full days of observational field experience in a public secondary school as approved by the instructor.

Semester course, one hour.

372. SECONDARY FIELD EXPERIENCE (SECOND LEVEL). An internship course designed to permit secondary language majors and K-12 Music majors to engage in an observational and participatory field experience as approved by the instructor. Prerequisite: Education 371.

Semester course, one hour.

373. SECONDARY FIELD EXPERIENCE (THIRD LEVEL). An internship course designed to permit secondary language majors and K-12 Music majors to engage in pre-student teaching. Participatory field experience approved by the instructor. Prerequisite: Education 371.

Semester course, one hour.

381. ELEMENTARY FIELD EXPERIENCE (FIRST LEVEL). An internship course designed to permit students to engage in a thirty to forty-hour entry-level field experience in an elementary school. Field experience interns observe experienced teachers in classroom settings noting organizational structures, curriculum issues, and students' development. Diverse educational settings are strongly encouraged.

Semester course, one hour.

382. ELEMENTARY FIELD EXPERIENCE (SECOND LEVEL). An internship course designed to permit students to engage in thirty to forty hours of observational and participatory field experience in an elementary school. Field experience interns observe teachers in classroom settings **and** assume some level of teaching responsibility. Diverse educational settings are strongly recommended. This field experience should be taken concurrently with Education 323. Prerequisite: Education 381.

Semester course, one hour.

383. ELEMENTARY FIELD EXPERIENCE (THIRD LEVEL). An internship course designed to permit students to engage in thirty to forty hours of observational and participatory field experience in an elementary school. Field experience interns observe teachers in classroom settings **and** assume some level of teaching responsibility. Diverse educational settings are strongly recommended. This field experience should be taken concurrently with Education 326. Prerequisite: Education 381.

Semester course, one hour.

384. EARLY CHILDHOOD FIELD EXPERIENCE (FIRST LEVEL). This one-credit field experience is an internship course designed to permit beginning level early education students to engage in a semester-long field experience in the Early Education Center. This course is required for Early Childhood certification. Freshman or sophomore level course.

Semester course, one hour.

385. EARLY CHILDHOOD FIELD EXPERIENCE (SECOND LEVEL). This one-credit **second** field experience is an internship course designed to permit students who desire to gain additional experience working with young children to engage in a semester-long field experience in the Early Education Center. Sophomore or junior level course. Prerequisite: Education 384.

Semester course, one hour.

386. EARLY CHILDHOOD FIELD EXPERIENCE (THIRD LEVEL). This two-credit **third** field experience is an internship course designed to permit students more in-depth experience in studying and teaching young children. Students may choose between Education 385 and 386 for a second field experience in early childhood. Sophomore or junior level course. Prerequisite: Education 384 and 385.

Semester course, two hours.

390. STUDIES: SPECIAL TOPICS MINI-COURSE. This course is taught by a visiting scholar from the field of education. The topic for each course will vary from year to year. The course will consist of a minimum of two two-hour lectures on the topic plus a paper of specified length related to the topic. Registration is limited to junior and senior education students.

Semester course, one, two or three hours.

430. EARLY CHILDHOOD STUDENT TEACHING. This field-based course may be taken during a semester for two or three days per week in an early childhood setting or during an intersession. Classroom observation and teaching in a preschool, childcare, or Head Start setting under the supervision of Early Childhood faculty with specified seminars are required. Prerequisites: Education 340, 341, and 384. Junior or senior level status. An additional fee is charged for this course. *Semester course, two or three hours.*

431. STUDENT TEACHING, SECONDARY. Secondary credential candidates (seniors) student teach at the junior/middle school and/or high school levels in the public secondary schools five days per week for one semester and attend one practicum session per week. *Semester course, fourteen hours.*

432. STUDENT TEACHING, SECONDARY. Secondary credential candidates (seniors) student teach at the junior/middle school and/or high school levels in the public secondary schools five days per week for one half of a semester and attend one practicum session per week. Departmental permission required. *One-half semester course, seven hours.*

435. STUDENT TEACHING, ELEMENTARY MUSIC. Senior level Music Education credential candidates student teach in elementary public schools an equivalency of five days per week for seven weeks and attend one practicum session per week. Co-requisite: Education 437. *One-half semester course, seven hours.*

437. STUDENT TEACHING, SECONDARY MUSIC. Senior level Music Education credential candidates student teach at the junior/middle school and/or high school levels in the public secondary schools an equivalency of five days per week for seven weeks and attend one practicum session per week. Co-requisite: Education 435. *One-half semester course, seven hours.*

441. ELEMENTARY STUDENT TEACHING, PRIMARY GRADES. Senior level Elementary Education candidates student teach full time in the elementary public schools for seven weeks in a primary classroom (kindergarten, first, second, or third grade) and attend one practicum session per week. *One-half semester course, seven hours.*

443. ELEMENTARY STUDENT TEACHING, INTERMEDIATE GRADES. Senior level Elementary Education credential candidates student teach full time in the elementary public schools for seven weeks in an intermediate classroom (fourth, fifth, or sixth grade) and attend one practicum session per week. *One-half semester course, seven hours.*

445. EARLY CHILDHOOD STUDENT TEACHING. Senior level Early Childhood credential candidates student teach full time for seven weeks in an early childhood classroom (child-care or preschool) as an alternative to Elementary Student Teaching, Primary Grades (Education 441) and attend one practicum session per week. *One-half semester course, seven hours.*

460. INDEPENDENT STUDY. A course designed to permit students to do advanced study or to participate in educational experiences that provide an opportunity for professional and/or educational self-improvement. Prerequisite: Consent of the department. *Semester course, one, two or seven hours.*

488. SEMINAR: ISSUES IN EDUCATION/COMPARATIVE EDUCATION. A capstone course for senior credential candidates that re-examines the major philosophical, historical, social, political, and psychological issues as they impact the teaching profession. Successful educational practices from various countries of the world will be studied as the student considers possible solutions to the crisis facing American education today. This course satisfies the Writing Intensive (WI), Speaking Intensive (SI) and Information Literacy (IL) requirement for Elementary Education and Early Childhood Education majors. *Semester course, three hours.*