

# Education

The purpose of the Education Department is to provide well-developed programs which are firmly rooted in the liberal arts and which will enable those completing them to become certified elementary and secondary classroom teachers.

All students enrolled in education programs—either elementary or secondary—must major in a specific discipline. Those pursuing a secondary teaching credential are encouraged to have a major and a minor in their selected teaching fields. Both must pursue an educational studies curriculum as outlined below, including a fifth-year internship under the guidance of the Education Department.

Both elementary and secondary education students may elect to complete a minor in literacy education, English as a Second Language or bilingual education.

## Admission to Teacher Education

While teacher preparation coursework begins the freshman year, admission to the teacher education program takes place during Winter Term Experience of the sophomore year.

Acceptance into the teacher education program is contingent upon the following criteria:

- Satisfactory completion of specific portfolio assessment items
- Confirmation of a 2.75 GPA
- Successful interview with the student's mentors

## Teacher Certification Policies

Albertson College of Idaho graduates who have completed the requirement for either the elementary or secondary education program and who are recommended by the Education Department are eligible to apply for Idaho Standard Certification. Students wishing to qualify for certification in other states should consult their advisors in the Education Department so that an appropriate program can be arranged.

Albertson College of Idaho has an approved program under the NCATE Standards, which make it possible for graduates in education to be eligible for initial certification in any of the members of the Inter-State Compact.

## Elementary Certification

Students preparing to teach at the elementary level must successfully complete a major in one of the following areas: anthropology/sociology, art, biology, chemistry, English, history, mathematics, music, physics, physical education, political science, social studies teaching, Spanish, or theatre (drama). After graduation, in order to be recommended for certification, students must complete a fifth year of internship. During this time, interns will engage in coursework in pedagogy and methods,

research and teaching at the elementary (K-8) school level under the guidance of experienced professionals.

## Secondary Certification

Students preparing to teach at the secondary level must successfully complete a major in one of the following areas: anthropology/sociology, art, biology, chemistry, English, history, mathematics, music, physics, physical education, political science, social studies teaching, Spanish, or theatre (drama).

Students seeking secondary certification are recommended to complete a teaching minor as well. In addition to the areas listed above, minors may be completed in American government, American history, economics, French, German, natural sciences or reading.

After graduation, in order to be recommended for certification, students must complete a fifth-year internship. During this time, interns will engage in coursework in pedagogy and methods, research and teaching at the secondary (8-12) school level under the guidance of experienced professionals.

Students seeking K-12 certification in art, reading, music or physical education need to consult with their Education Department advisor.

## Elementary and Secondary Education Areas of Endorsement:

The Education Department offers three minors designed to enhance a future teacher's effectiveness. The reading education minor, the bilingual education minor, and the Teaching English as a Second Language minor qualify as areas of endorsement at elementary and secondary levels.

## Teaching Certification in a Modern Foreign Language

Consists of:

- a minor in the language, to equal at least 20 credits of foreign language study
- MFL444.1
- MFL/EDS 445.1.

## MINOR

The Education Department also offers an education studies minor for those students pursuing careers that involve work with educational policy, educational reform or in educational settings; examples include social work or political science.

### Education Studies Minor

Consists of 20 credits and includes the following courses:

- EDS 200
- WTE 202
- WTE 221
- EDS 250

- EDS 300
- EDS 350
- EDS 400
- EDS 450
- EDS 494 (2 credits) **or** additional education course work.

## Education Department Endorsement Area Minors

### Reading Education Minor

Consists of 20 credits, including:

- EDU 253
- EDU 350
- EDU 352
- WTE 302
- WTE 303
- EDU 451
- EDU 494.

### Bilingual Education Minor

Consists of 20 credits including at least six credits of upper-division Spanish coursework, MFL/EDS 444.1, 445.1, 446, 447; three credits of a cultural diversity, cross-cultural, or multicultural course; and one credit field experience in a culturally and linguistically diverse setting.

### Teaching English as a Second Language Minor

Consists of at least four credits of a modern foreign language, MFL/EDS 444.1, 445.1, 446, and 447; three credits of a cultural diversity, cross-cultural, or multicultural course; and one credit field experience in an ESL setting.

## The Educational Studies Program

### The Cohort Model

The Education Department follows a cohort model. Students who have identified themselves as wanting to pursue a teaching career will form a cohort their freshman year and continue on together through their college years.

Transfer students or those who decide they want to be teachers after their freshman year may enter into a cohort group appropriate to their academic standing upon the recommendation of the education faculty.

### Winter Term Experiences

During their sophomore and junior years, students will enroll in Winter Term Experiences in K-12 schools.

### Portfolio Assessment

Throughout their Educational Studies Program, students will maintain a portfolio which will be used to assess their progress. There will be three times when portfolios will be formally assessed and students will be evaluated to see whether they should continue in the Educational Studies Program: at the end of the sophomore Winter Term Experience, at the end of their four years of study prior to beginning the internship, and at the end of the internship.

### Course of Study

It is expected that the following courses are taken in sequence. Any exceptions must have the approval of the education faculty.

*Note:* Instructor signature is required for ALL courses before students are allowed to enroll.

## Education (EDU, EDS, WTE)

### Freshman Year

#### EDS-100 Self & Schooling 1.0 cr.

Fall. An exploration into the qualities which form good teachers. Students will begin the transformation from self as student to self as teacher. Work with children in a school or community setting is a required part of the course.

### Sophomore Year

#### EDS-200 Ethnographies 2.0 cr.

Fall. An investigation of school culture through ethnographical studies.

#### EDS-250 Researching Schools 2.0 cr.

Spring. A study of the relationship between school and society focusing on an examination of current practices and structures as they apply to American public education.

#### WTE-202 Introduction to Teaching 3.0 cr.

Winter. An exploration of education that emphasizes multiple perspectives on teaching, students, and the contexts of schooling. Introduces a conceptual framework of the types of knowledge necessary to become a reflective, problem-solving practitioner who scrutinizes conventional wisdom. Involves observation, tutoring, and other activities in a K-12 setting.

#### WTE-221 Educational Psychology 3.0 cr.

Winter. A study of the psychological principles applicable to educational theory and practice. Involves observation, tutoring, and other activities in a K-12 setting.

### Junior Year

**EDS-300 History of Educational Reform 2.0 cr.**

Fall. A study of the historical factors as they apply to American public education, including a history of educational reform and the philosophies which generated the reforms.

**EDS-350 Current Trends in Education 2.0 cr.**

Spring. A study of current trends in American educational reform emphasizing the nature of change in learning organizations; the role of technological innovation; current research on learning; international education systems on educational reform. Specific reform movements will be explored such as: standards-based curriculum; technology-infused classrooms; voucher systems; home schooling; charter schools; site-based management; concept-based instruction and brain-based learning.

**WTE-302 Literacy Development 3.0 cr.**

Winter. A survey of the development of reading in American schools. Students will be introduced to current theories of literacy development as well as gain functional familiarity with methods of teaching reading at both elementary and secondary levels. Involves observation, tutoring, and teaching in a K-12 setting.

**WTE-303 Literacy in Content Areas 3.0 cr.**

Winter. A study of methods and strategies used to implement reading into content area subjects at elementary and secondary levels. Involves observation, tutoring, and teaching in a K-12 setting.

**Senior Year****EDS-400 Philosophy of Education 2.0 cr.**

Fall. An introduction to the philosophy of education through the study of selected problems and figures who have influenced schooling. Students will develop their own philosophy of education.

**EDS-440 Curriculum & Instruction 4.0 cr.**

Summer. A survey of school curriculum and instructional strategies appropriate to K-12 students. Emphasis is placed on identification of the basic principles of teaching and learning and their application for effective instruction. Students will design and teach lessons in K-12 classrooms.

**EDS-450 Diversity in Schools 2.0 cr.**

Spring. A study of issues of diversity challenging today's schools, including issues of race, gender, ethnicity, gifted and talented education, learning modalities and difficulties, and classroom management issues. (CULTURAL DIVERSITY)

**Fifth Year****EDS 500E. Internship**

- Fall 12 credits
- Winter 6 credits
- Spring 12 credits

A practicum in a K-8 setting. The course includes an understanding of the theory, methodology, and practice of reading, language arts, mathematics, science, social studies, music, art, health and physical education. It also includes observations and teaching, participation in professional activities normally associated with teaching, participation in supervisory conferences, and action research.

### **EDS 500S. Internship**

- Fall 12 credits
- Winter 6 credits
- Spring 12 credits

A practicum in a 6-12 setting. The course includes an understanding of the theory, methodology, and practice of content related to the student's teaching major and minor. It also includes observations and teaching, participation in professional activities normally associated with teaching, participation in supervisory conferences, and action research.

## **Additional Courses**

### **EDS-444.1 Second Language Acquisition Theory & Practice 3.0 cr.**

(Same as MFL 444.1) Fall. Alt. years. An analysis of second language acquisition theory and practice. The course includes review of textbooks, preparation of credits of instruction, microteaching of lessons and class visitations.

### **EDS-445.1 ESL & Bilingual Methods 3.0 cr.**

(Same as MFL 445.1) Spring. Alt. years. Prereq.: MFL 444 strongly recommended. The course reinforces and extends students' knowledge of second language acquisition theory and practice. Course content also includes cross-cultural awareness, and overview of legal mandates, and discussion of sociological issues pertaining to minority student education. Students will utilize ESL/Bilingual methods in lesson planning and microteaching, visit ELS and Bilingual classes, and conduct a mini-ethnographic study.

### **EDS-446 Linguistics for Language Teachers 3.0 cr.**

(Same as ENG/MFL 446) Spring. Alt. years. Prereq.: Junior or senior standing. A study of the central concepts of linguistic theory. Includes the theoretical areas of pragmatics, semantics, syntax, morphology, and phonology; and the applied areas of language variation, first language acquisition, second language acquisition, written language, and the neurology of language. Students will acquire the International Phonetic Alphabet (IPA) as an essential tool for disciplined examination of linguistic phenomena. Issues of sociolinguistics will be addressed as students wrestle with the relationship between language, thought, and culture, and the nature of the cognitive and brain systems that relate to language learning, language teaching, and language use.

### **EDS-447 Theoretical Foundations for Bilingual Educations & ESL 3.0 cr.**

(Same as MFL 447) Fall. Alt. years. Prereq.: junior or senior standing. An analysis of the models and typologies of bilingual education and second foreign language programs that aim to achieve bilingualism and biliteracy in a multicultural society. The course examines the sociocultural issues surrounding linguistic minority education from a historical perspective as well as from a contemporary and local perspective. The course explores the design, implementation, and adaptation of curriculum and instruction to meet the needs of the community in its demographic context.

EDU-253 Language Development & Literacy 3.0 cr.

Spring, 2004. A study of language development, including the interaction between home and school in preparing children to read and write. Emphasis is placed on assessment of emergent literacy, development of literacy, and instructional techniques to promote literacy.

#### **EDU-294 Independent Study 1.0 to 3.0 cr.**

Fall, winter, spring. Prereq.: permission. Individual research including selected reading and assigned writings. This course does not fulfill the general graduation requirement for independent work. See independent study guidelines.

#### **EDU-350 Literature for Children & Adolescents 3.0 cr.**

Spring 2005. This course includes criteria for selection, an investigation of genres, and reading works by noted authors. This course does not fulfill the general graduation requirement in literature.

#### **EDU-352 Diagnosis & Remediation 3.0 cr.**

Spring 2006. A study of the principles and procedures for the diagnosis and remediation of reading difficulties.

#### **EDU-398 Practicum in ESL/Bilingual Education 1.0-3.0 cr.**

(Same as MFL 398) Fall, winter, spring. Prereq.: permission. this practicum extends pre-service teachers' cultural sensitivity, theoretical knowledge of second language acquisition, and skills in ESL and Bilingual methods through a professional experience with culturally/linguistically diverse students in a local school setting. The course is a collaborative venture among the college student, a bilingual or ESL teacher, and a college instructor. For each credit earned, participants spend 25 hours with elementary, middle school, or high school student(s) in local schools in addition to 20 hours involved in academic reading, writing, and seminar discussions. This field experience fulfills a requirement for the ESL and Bilingual Education endorsements for teacher certification in the state of Idaho. Students must complete an application packet prior to placement in a school. (IF 3 CREDITS, MEETS CULTURAL DIVERSITY REQUIREMENT)

#### **EDU-451 Practicum in Reading 3.0 cr.**

Fall, winter, spring. Prereq.: EDU 251. A closely supervised program that provides students with experience in reading centers in elementary schools, under the guidance of the reading teacher and the college instructor. Five hours per week in field work during fall/spring semester or ten hours per week in winter session.

### **EDU-479 Practicum in Bilingual Education 3.0 cr.**

Fall, winter, spring. Supervised experience teaching in a bilingual classroom. Required of those completing the minor in bilingual education who were not able to teach in a bilingual classroom in their regular student teaching experience. (CULTURAL DIVERSITY)

### **EDU-494 Independent Study 1.0 to 3.0 cr.**

Fall, winter, spring. Prereq.: permission. Individual research including selected reading and assigned writings. See independent study guidelines. (INDEPENDENT WORK)

### **EDU-497 Internship 1.0 to 3.0 cr.**

Fall, winter, spring. Prereq.: departmental approval. Individually arranged internships appropriate for those who plan to enter the teaching profession. See internship guidelines. (INDEPENDENT WORK)

## **The Master of Arts in Teaching Program**

Because the MAT is designed to enhance the five-year education department experience, students who have been enrolled in the undergraduate program will be given preference in admission to the MAT. If there are openings remaining in the cohort, Albertson College graduates who have previously completed the Albertson College Teacher Education Program will be eligible to apply. Potential applicants who are unsure of their eligibility should contact the program director. The Admission Committee will make final decisions for acceptance into the Master of Arts in Teaching program.

### **Admission to the program requires**

- an earned Bachelor's degree;
- completion of the admission application;
- three essays related to the Education Department's conceptual framework, leadership abilities, and educational reform;
- three letters of reference: one from a K-12 teacher with whom the candidate has worked, one from a professor in the candidate's content area, and one from a person of the candidate's choice;
- an undergraduate grade point average of 3.0 or better;
- presentation of a student portfolio or interview; and
- scores from the Graduate Record Examination (GRE).

### **Application Deadline**

Students in the Albertson College undergraduate program must complete the admission process by March 15. Others must complete the process by April 1. Candidates will be notified of acceptance in the program within two weeks of the closing date.

To earn a Master of Arts in Teaching degree (MAT) at Albertson College, all course work must be completed with a grade of "B" or better. All course work must be completed within 24 months of matriculation into the program. The responsibility rests with students to see that their program of study satisfies all the requirements.



The Master of Arts in Teaching consists of two summers and a school year of instruction and internship which culminate in a Professional Portfolio, Research Project and Professional Development Plan.

## Summer I

The core of the first summer consists of three courses: Foundations of Instructional Leadership, Research Methods and Design, and Instruction and Technology. The study of various leadership models and their implementation in schools, a survey of qualitative and quantitative research methods to assist a candidate's research project, and the application of technology build the foundation for an intensive internship year.

### **EDS 611 Foundations of Instructional Leadership 3.0 cr.**

An investigation into the models of leadership, school organization, leadership strategies, and the climate of current educational reform. The intent is to develop effective educational change agents.

### **EDS 612 Research Methods & Design 3.0 cr.**

An overview of qualitative and quantitative methods of data collection and their application and an introduction to research design. Candidates will design their research projects. A grade of "B" or better is required to enroll in Internships.

### **EDS 613 Instruction & Technology 2.0 cr.**

An advanced look at the integration of technology and instruction, including hypermedia, web page design, and the use of the Internet for instructional purposes.

## Internship Year

The internship year takes place in a K-12 professional development site. Interns preparing for elementary certification engage in the study of methods in the following areas: reading, language arts, social studies, science, math, music, health, physical education and art. Coursework for secondary certification includes special methods in all proposed endorsement areas. The curriculum will be modified for ACI graduates who are certified teachers pursuing the MAT. During this time, work on the Professional Portfolio and the collection of data necessary to complete the research project will continue. Successful completion of EDS 612 is required as a prerequisite for enrollment in the internship year.

### **EDS-600.1 Internship 12.0 cr.**

Fall. Specific instruction will include methodology, portfolio development, research, and seminar.

### **EDS-600.2 Internship 6.0 cr.**

Winter. Portfolio development, research, and methodology continue.

### **EDS-600.3 Internship 12.0 cr.**

Spring. Specific instruction focuses on curriculum development, assessing learning,

portfolio assessment, research, and seminar. Methods for elementary certification continue.

## **Summer II**

The MAT professional portfolio is a culmination of the research plan which draws together the data collected through the year and the experiences of working in schools throughout the internship. The research project designed during the first summer and researched during the internship is written under the supervision of an ACI professor and a K-12 teacher. Each candidate will design an independent study whose primary purpose is to develop an area of expertise. The independent study is supervised by the MAT director and the instructor(s) of record.

### **EDS-621 Professional Portfolio Preparation 3.0 cr.**

A culminating course designed to complete the research project and the professional portfolio. The candidates will present their research to the educative community.

### **EDS-694 Independent Study 3.0 cr.**

A student-designed study intended to enhance an area of expertise.