

B.A. in EDUCATION STUDIES – Middle Grades Science (5-9)

(32 credits required for graduation with a minimum cumulative GPA of 2.00)

NOTE: This guide is not meant to replace the degree audit; it is subject to change and represents actions approved by Faculty to date. Students are encouraged to run their degree audit at the end of each term of enrollment. Please refer often to the *2017-2018 Online Catalog & Student Handbook* <http://catalog.berea.edu/en/current/catalog/>, which will be updated with the most current information.

GENERAL EDUCATION PROGRAM

No single transfer course can meet more than one General Education requirement.

Core Courses

(Developmental math courses may be waived on basis of test scores.)

MAT 010 Pre-Algebra
MAT 011 Elementary Algebra
MAT 012 Elementary Algebra II

GSTR 110 Writing Seminar I: Critical Thinking in the Liberal Arts *(Transfer students may waive if College Composition was taken as a degree-seeking student at another college and earned a grade of B or higher.)*

GSTR 210 Writing Seminar II: Identity and Diversity in the U.S.

GSTR 310 Understandings of Christianity

GSTR 410 Seminar-Contemporary Global Issues

Scientific Knowledge and Inquiry

GSTR 332 Scientific Origins **OR**

Two (2) approved science courses, from two different disciplines, one of which must be an approved lab course. The following courses have been approved to meet this requirement: ANR 110, BIO 100, 101, 110, CHM 113, 131, PHY 111, 127, 221

Wellness & Fitness

WELL 101 Principles of Wellness I

WELL 102 Principles of Wellness II

Two (2) ¼-credit HHP activity courses *(HHP 200 will satisfy both the SWIM requirement and one of the activity course requirements)*

Practical Reasoning (PR & PRQ)

Two (2) courses, at least one firmly grounded in math or statistics (PRQ); the other can be an approved practical reasoning (PR) course or another PRQ course.

Perspectives (Six areas required)

One (1) course in **each** of the six areas is required. Individual courses may be approved to satisfy more than one perspective, but no single course may satisfy more than two perspective areas.

- 1) Arts
- 2) Social Science
- 3) Western History
- 4) Religion
- 5) African American/Appalachian/Women
- 6) International (choose one option):
 - A) Two (2) courses in the same non-English language, one of which may be waived through testing; **OR**
 - B) Two (2) world culture courses, one of which must be grounded in a non-western culture

Active Learning Experience

An approved experience, taken for credit or non-credit (e.g. internships, undergraduate research experiences)

MAJOR REQUIREMENTS

A minimum GPA of 2.0 in the major is required for graduation. See Catalog & Student Handbook and your Education Studies advisor for more information about degree and state requirements.

Core Courses

EDS 150 Introduction to Education
EDS 228 Adolescent & School Structure
EDS 324 Methods I: Middle School
EDS 338 Methods II: STEM Disciplines
EDS 340 Students with Spec. Needs
EDS 346 Literacy in the Content Area
EDS 349 Education and Culture
EDS 355 or 395E Field Experience
EDS 479 Methods III: Learning & Assess

Professional Year Sequence

Students must meet all criteria stated in the Catalog & Student Handbook to be admitted to Professional Year. The professional year courses are structured to take place in the Fall term, generally the student's 8th term.

EDS 471 Student Teaching Seminar
EDS 472 Middle Grades Student Teaching (3 credits)
EDS 484 Capstone Teaching Practicum (½ credit)

Required Collateral Courses

BIO 110 Modern Biology
BIO 113 Experimental Zoology
BIO 114 Botany
CHM 131 Accelerated General Chemistry **OR**
CHM 134 Accelerated Environmental Chemistry
PHY 111 Introduction to Astronomy
PHY 127 General Physics I w/Algebra
SENS 100 Intro to Sustainability. & Environmental Studies
MAT 115 College Algebra w/Modeling
MAT 201 Foundations & Teaching Elementary Math. I
MAT 202 Foundations & Teaching Elementary Math. II

Electives

20 credits outside the major

Admission to Major Requirements: A minimum 2.5 cumulative GPA; C or higher in EDS 150 and a B- or higher in one other EDS course (preferably EDS 228); and other requirements as stated in *Catalog* and in state regulations.

Learning Goal 1: Effective teachers have high expectations for all learners and implement developmentally appropriate, challenging learning experiences in a variety of environments that help learners meet their full potential.

Learning Outcome 1.1: Teachers demonstrate professional knowledge of human development (i.e. cognitive, linguistic, social, emotional, and physical development) to understand how learning occurs and implement appropriate instructional practices.

Learning Outcome 1.2: Teachers demonstrate in planning and implementation that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests.

Learning Goal 2: Effective teachers have a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Learning Outcome 2.1: Teachers demonstrate the ability to make content knowledge accessible to learners by using multiple instructional strategies and techniques and varied means of communication.

Learning Outcome 2.2: Teachers demonstrate the ability to integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.

Learning Outcome 2.3: Teachers demonstrate the ability to make content knowledge relevant (democratic practices and multiple perspectives) to learners by connecting it to local, state, national, and global issues.

Learning Goal 3: Effective teachers understand how to integrate assessment, planning, and instructional strategies to address diverse ways of learning that incorporate new technologies to individualize instruction, allowing students to creatively take charge of their own learning.

Learning Outcome 3.1: Teachers demonstrate the ability to effectively plan instruction.

Learning Outcome 3.2: Teachers demonstrate the ability to effectively implement and modify instruction.

Learning Outcome 3.3: Teachers demonstrate the ability to design and implement a range of formative and summative assessments that are integrated into their instructional practice.

Learning Outcome 3.4: Teachers demonstrate the ability to interpret data to analyze practice and differentiate instruction accordingly.

Learning Outcome 3.5: Teachers demonstrate the use of assessment data to provide immediate feedback to reinforce student learning and to modify instruction.

Learning Outcome 3.6: Teachers demonstrate effective use of a variety of appropriate new technologies to maximize and individualize instruction.

Learning Goal 4: Effective teachers engage in a cycle of continuous self-improvement through meaningful and intensive professional learning and self-renewal by regularly examining practice.

Learning Outcome 4.1: Effective teachers are reflective practitioners (e.g. reading professional literature, collaborating with colleagues, self-study, and developing new skills).

Learning Outcome 4.2: Effective teachers use and engage in meaningful research on educational issues and policies.

Learning Goal 5: Effective teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

Learning Outcome 5.1: Effective teachers demonstrate a deep knowledge of ethical behavior (Kentucky Code of Ethics) as an education professional.

Learning Outcome 5.2: Effective teachers demonstrate responsible, professional behaviors (e.g. honoring commitments, working with integrity, timely and effective communication).

Learning Outcome 5.3: Effective teachers are stewards of their profession by sharing their experience, knowledge and research.

Learning Outcome 5.4: Effective teachers demonstrate leadership through participation in governance and advocacy for social justice at the school, district and community levels.