

EDUCATION

Faculty

Professors: Abe N. Feuerstein (Chair), Amy Golightly, Sue Ellen Henry, Sarah K. MacKenzie-Dawson

Associate Professors: Lori A. Dira, Ramona Fruja, Allison J. Lockard, Robert M. Midkiff Jr., Joseph L. Murray

Assistant Professors: Grace Jue Yeon Kim, Janet VanLone

Education at Bucknell empowers students to be critical thinkers and creative intellectual leaders in education and human services-related fields. Including both disciplinary knowledge and professional preparation, our programs allow students to explore issues of equity and justice rooted in the historical, philosophical, sociological and psychological dimensions of education as they inform teaching and learning practices. Coursework in education thus provides students with opportunities to shape and contribute to the common good as they learn about the diverse social contexts of education. Such experiences foster the personal development of our students as well as those with whom they will ultimately work.

The following values inform our work with undergraduate students:

Merging Liberal Arts and Professional Experiences

We believe that combining deep knowledge with application enhances the education of our undergraduate students by developing their depth of understanding, resourcefulness, imagination and interpersonal skills, enabling them to become effective leaders and educators in a wide variety of civic and organizational settings.

Cultivating Critical Thinking and Equity-Oriented

Our aim is to help students develop professional dispositions in critical thinking, ethics and leadership so that they will be able to help others maximize their opportunities for success in inclusive educational environments. Through our work together, we engage intellect, affect and action, inviting students to consider how to best understand and engage with issues of inequality in education and other social institutions.

Fostering Engaged Learning and Applied Knowledge

Our programs are designed to enhance students' ability to apply their understanding of the social dynamics of education, theories of human development, learning, instruction and behavior to many professional contexts. Well-embedded in the curricular commitments of the University and reflective of the diversity of faculty expertise within the department, we facilitate our students' engagement in a variety of high-impact educational practices, including writing-intensive courses, undergraduate research, ePortfolios, service and community-based learning, and internships, including student teaching.

Preparing Students for Reflective Action in Diverse Settings

Coursework in education is intended to prepare students to contribute to the improvement and effectiveness of education in their roles as professionals, leaders, citizens and parents. This broad conceptualization of education is thought to enhance the liberal education of all students while also holistically preparing those interested in teaching in public or private schools. In addition to teaching, graduates from our programs enter careers in government, non-profit organizations and industry. Others go on to graduate or professional programs in education or allied fields (e.g., special education, school counseling, school psychology, social work, college student personnel, curriculum and instruction, educational research, educational leadership and administration) as well as other fields, such as law, medicine, psychology and sociology.

Majors

The department offers the Bachelor of Arts (BA) and Bachelor of Science in Education (BSED). A major in education within either degree program can prepare students to pursue careers in teaching. It also provides the necessary background and preparation for graduate work in various disciplines, and for careers in law, business and public service. Students interested in secondary or K-12 certification seek a degree in the discipline they wish to teach and may either pursue certification only or a dual major in education and the discipline.

The BA degree with a major in education is designed for students who are interested in studying the process and structure of education and schooling but who are not necessarily interested in pursuing a career in teaching. Students who want to obtain certification in early childhood education should pursue the BSED degree. Students interested in secondary certification should pursue a degree in the discipline they wish to teach.

Bachelor of Arts in Education

The field of education is best understood as an interdisciplinary social science that integrates multiple perspectives on human learning and development, processes that occur across a wide variety of contexts. The Bachelor of Arts in Education is designed for students who are interested in studying education as an academic field – the process and structure of education in both traditional schooling situations as well as other educational arenas of public life – but who are not necessarily interested in a career in public school teaching. Central to the bachelor of arts is the examination of the relationship between educational institutions (broadly conceived) and society, as well as deep exploration of the nature of learning and learners. The program is designed to prepare students to make original contributions to knowledge in the field through research and creative applications of theory.

The Bachelor of Arts in Education requires eight courses that fall into two categories. First, all students must complete a core set of four requirements:

EDUC 101	Diversity, Equity and the Foundations of American Education	1
EDUC 102	Educational Psychology	1
EDUC 362 or EDUC 364	Quantitative Research Methods Qualitative Research Methods	1
EDUC 425	Internship in Education	1

Second, all students must complete four additional courses in one of the following concentrations. Electives, where specified, may be taken abroad in consultation with the student's adviser. Students develop competency in speaking, writing and information literacy through the completion of small group and individual presentations and research projects within core and concentration courses. To fulfill their Culminating Experience requirement, students either complete an internship experience (EDUC 425 Internship in Education) in which they document their work via an electronic portfolio, or pursue an honors thesis (EDUC 415 Honors Thesis in Education).

Growth, Change & Learning

This concentration is designed for students who have an interest in fostering the academic, emotional and behavioral development of children and adolescents. Emphasis is on theoretical knowledge and practical applications of this knowledge, including implications for teaching and learning, taking into account cognitive, psychosocial and physical changes that occur over time. Students also gain exposure to a variety of theoretical orientations related to learning, including cognitive, behavioral, social, constructivist and humanistic perspectives. Graduates with this concentration may be interested in working within educational organizations, behavioral health or correctional facilities, and various social service agencies. This concentration also prepares students to enter graduate school in fields such as teaching, school psychology, applied behavior analysis and school counseling. The Growth, Change & Learning concentration requires:

One of the following:

EDUC 323	Education of Young Children	1
EDUC 335	Child & Adolescent Development	1

Two of the following:

EDUC 312	Counseling Techniques	1
EDUC 321	Disability Studies	1
EDUC 331	Trauma and Healing	1
Elective (selected in consultation with the student's adviser)		1

Educational Policy & Social Change

This concentration is designed for students who are interested in studying the foundations of public education and the political environment within which schools operate. This study is both historically and sociologically grounded, with significant attention to identity development, the various ways in which students interact with educational institutions and current developments in educational policy. This concentration aims to prepare students to engage in educational policy analysis and to think critically about educational change. Those pursuing this concentration may be interested in graduate school in social foundations of education, educational policy, or a related subject area, or may be interested in entering work environments that focus on children's issues, educational inequality and educational reform. The Educational Policy & Social Change concentration requires:

One of the following:

EDUC 227	Immigrant Youth in U.S. Society	1
EDUC 290	Gender Issues in Education	1
EDUC 318	Multiculturalism and Education	1

Two of the following:

EDUC 232	Remaking Public Education	1
EDUC 308	Advanced Educational Foundations: Democracy and Education	1
EDUC 350	Higher Education in the United States	1
Elective (selected in consultation with the student's adviser)		1

Bachelor of Science in Education

The Bachelor of Science with a major in early childhood education (Pre-K to grade 4) is designed for students who have clearly defined professional interests in the field of education and who desire to pursue a career in early childhood education with certification in grades pre-K-4. The degree requires:

EDUC 101	Diversity, Equity and the Foundations of American Education	1
EDUC 102	Educational Psychology	1
EDUC 235	The Creative Process	1
EDUC 306	Classroom and Behavioral Management	1

EDUC 311	Assessment and Differentiation	1
EDUC 313	Reading Self, Community, and The World	1
EDUC 321	Disability Studies	1
EDUC 323	Education of Young Children	1
EDUC 324	Explicit Instruction	1
EDUC 341	Early Literacy	1
EDUC 344	Science as Inquiry	1
EDUC 347	Family, School, and Community Partnerships	1
EDUC 349	Student Teaching: Elementary	3
EDUC 375	ESL Methods: Instruction and Assessment	1
EDUC 449	Professional Seminar in Elementary Education	1

Students develop competency in speaking, writing and information literacy through small group and individual presentations, research projects, debates, and the creation and presentation of unit and lesson plans within required courses. Candidates' Culminating Experience, the 12-week student teaching semester (EDUC 349 Student Teaching: Elementary and EDUC 449 Professional Seminar in Elementary Education), includes extensive unit research and lesson planning, implementation and presentation, along with the completion of written assignments pertinent to their experience. In addition, students develop and present electronic program portfolios, further demonstrating their technological expertise.

Additional Certification Requirements

Students seeking certification in early childhood education (Pre-K to grade 4) are also required to take the following courses:

MATH 203	Introduction to Mathematical Thought	1
MATH 204	Elementary Geometry and Statistics	1

Additional requirements ¹

¹ Other certification requirements are listed on the education department website ([bucknell.edu/education](http://www.bucknell.edu/education) (<http://www.bucknell.edu/education/>)). Requirements may change as mandated by the legislature of the Commonwealth of Pennsylvania.

First Year

First Semester	Credits	Second Semester	Credits
EDUC 101		1 EDUC 102	1
EDUC 235		1	
	2		1

Sophomore

First Semester	Credits	Second Semester	Credits
MATH 203		1 EDUC 321	1
EDUC 323		1 EDUC 344	1
EDUC 341		1 EDUC 347	1
	3		3

Junior

First Semester	Credits	Second Semester	Credits
Abroad, if desired. We encourage our students to take advantage of this opportunity. This is also an opportunity to take ESL courses for those pursuing additional certification.		MATH 204	1
		EDUC 311	1
		EDUC 313	1
		EDUC 324	1
	0		4

Senior

First Semester	Credits	Second Semester	Credits
EDUC 349		3 EDUC 306	1

EDUC 449	1 EDUC 375	1
	4	2

Total Credits: 19

Secondary Education and Teaching Certification

The following list shows the secondary and K-12 certifications offered by the department. Students seeking these certifications also must complete the requirements for the Bachelor of Science or Bachelor of Arts in the discipline listed after the certification area.

Certification Area – Required Major

- Art (K-12) – Art
- Biology (7-12) – Biology
- Chemistry (7-12) - Chemistry
- English (7-12) – English
- French (K-12)
- Spanish (K-12)
- Mathematics (7-12) – Mathematics
- Music (K-12) – Music
- Physics (7-12) – Physics
- Social Studies (7-12) – Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

Required education courses for secondary and K-12 teaching certification include:

EDUC 101	Diversity, Equity and the Foundations of American Education	1
EDUC 102	Educational Psychology	1
EDUC 306	Classroom and Behavioral Management	1
EDUC 311	Assessment and Differentiation	1
EDUC 335	Child & Adolescent Development	1
EDUC 375	ESL Methods: Instruction and Assessment	1
Methods course in content area		1
EDUC 340	K-12/7-12 Field Experience	.5
EDUC 359 & EDUC 459	Student Teaching: Secondary and Professional Seminar in Secondary Education ⁵	4

⁵ Courses are included in semester of student teaching requirement. Courses can be taken only if the student demonstrates that all requirements leading to a recommendation for certification have been or soon will be completed. Students who cannot or choose not to take courses should complete the B.A. or B.S. in the content area or consult with the chair of the education department to select appropriate courses to complete a B.A. in education.

Specific requirements may change as mandated by the legislature of the Commonwealth of Pennsylvania. Lists of courses acceptable for meeting specific requirements are available at the education departmental office or website ([bucknell.edu/education](http://www.bucknell.edu/education/) (<http://www.bucknell.edu/education/>)).

ESL Program Specialist

Students completing any of Bucknell's teacher certification programs can obtain an additional certification as an ESL Program Specialist. A list of required courses can be found on the department website ([bucknell.edu/education](http://www.bucknell.edu/education/) (<http://www.bucknell.edu/education/>)). Field experience is required for this additional certification.

General Requirements for Teaching Certification

The department of education provides teacher preparation programs which lead to certification in the Commonwealth of Pennsylvania in early childhood education, and selected content areas in secondary education. Students can prepare to become certified teachers by enrolling in a Bachelor of Science in education degree program or by taking a Bachelor of Arts or Bachelor of Science degree in the content area in which they plan to teach. Independent of the degree program into which a student is admitted to the University or the area in which a student may wish to teach, a student also must be formally admitted to the Pre-Certification, Initial Preparation Program (Pre-CIP). Admission to Pre-CIP can occur after the student has completed two courses in mathematics⁶, one course in British or American literature and one in composition⁶, 16 Bucknell University courses or their equivalent, and achieved for the three preceding semesters an overall grade point average of 3.0 (appeals to this requirement should be made to the chair of the department of education). Application to Pre-CIP is normally made when the students begin considering a career in the field of education. Students are notified of their acceptance or rejection in the teacher preparation program at the end of their sophomore year.

The Commonwealth of Pennsylvania generally requires an overall grade point average of 3.0 upon completion of the program prior to recommendation for certification to teach. Specific requirements leading to a recommendation in each teaching area are available at the education department website ([bucknell.edu/education](http://www.bucknell.edu/education) (<http://www.bucknell.edu/education/>)). It is the responsibility of the student to examine these programs in consultation with a member of the education department. Although members of the department will advise students concerning course selection, the student is responsible for choosing those courses and experiences that meet certification program requirements.

In addition to completing an approved program and successfully demonstrating the prescribed role competencies, the prospective teacher must be a “person of good moral character” who “possesses those personal qualities and professional knowledge and skills which warrant issuance of the requested certificate.” It is the student’s responsibility to satisfy these criteria. Students should note that prior to placement in student teaching or any other field experience, they will be required to submit results of a child abuse clearance, criminal background check and fingerprinting pursuant to requirements of the Pennsylvania Department of Education. Results must indicate that there are no criminal or child abuse records.

In addition to coursework, students applying for a teaching certificate must complete and submit scores from required tests to the department of education at Bucknell. Specific examinations required for each area of certification vary. Although members of the department will advise students concerning examinations, the student is responsible for taking those examinations that meet certification program requirements.

After completing the approved program of courses, the student submits an application for a Pennsylvania teaching certificate through the online Teacher Information Management System (TIMS) not earlier than the first day of the month of graduation. Following a review of the student’s program, the student may be recommended for certification by the designated officer at Bucknell. As noted above, the student must pass all the competency tests required by the Commonwealth of Pennsylvania for the desired certificate.

Students who desire certification in states other than Pennsylvania must understand that teacher certification is governed by state law and that each state has different requirements. Obtaining a Pennsylvania teaching certificate, by completing an approved program and meeting all other requirements, does not ensure that students will be certified in another state. Although members of the Bucknell education department will assist students in obtaining information concerning certification in other states, as well as Pennsylvania, it is the student’s responsibility to obtain current information and to meet all the certification requirements of any state.

⁶ Exceptions to these requirements will be posted on the education department website ([bucknell.edu/education](http://www.bucknell.edu/education/) (<http://www.bucknell.edu/education/>)).

Student Teaching

The education department is responsible for the professional preparation of future teachers. To ensure that future professionals are competent, the privilege of taking the course in student teaching is restricted to students whose cumulative grade point average through the junior year is 3.0 or better.

Student Teaching Courses

Select one of the following:

EDUC 349 & EDUC 449	Student Teaching: Elementary and Professional Seminar in Elementary Education
EDUC 359 & EDUC 459	Student Teaching: Secondary and Professional Seminar in Secondary Education

Additional requirements for all student teachers are good health, character, personality, and acceptable spoken and written English. Placement in student teaching is contingent upon acceptance of the student by a cooperating teacher in an elementary or secondary school that has been approved by the Bucknell education department. Students are responsible for obtaining transportation to their placement.

All students who are interested in student teaching must apply to the Pre-CIP program no later than the first semester of the junior year.

Minor in Education

The **minor** in education consists of five courses chosen from among the department offerings. The student must take either EDUC 101 Diversity, Equity and the Foundations of American Education or EDUC 102 Educational Psychology as one of the five courses. The additional four courses may include any of the departmental offerings and can be grouped into areas of specialization such as growth, change and learning, or educational policy and social change. If a student has taken both EDUC 101 and EDUC 102, only three additional courses are required to complete the minor.

Education Departmental Goals

Informed by a Liberal Arts perspective, students will:

1. Analyze educational policy and practice. Develop reasoning processes to connect theory and practice.
2. Engage in professional and ethical interactions with others.
3. Apply theory, question and research to promote learning and healthy development for all children and adolescents.

4. Perceive themselves as lifelong learners and potential leaders who are informed advocates for children and adolescents in diverse community and educational settings.
5. Use ongoing self-reflection to explore one's personal and professional identity in relation to educational issues.

Students in Teaching Certification Programs (B.S. Early Childhood Education, Pre-K-4, and Secondary Certification Programs) will be able to:

1. Develop curricula that are developmentally appropriate, relevant, and based on an understanding of student development and student learning. (3, 4, 7)
2. Attend to the social and civic development of their students. (5)
3. Use both content knowledge and pedagogical knowledge to inform their teaching (i.e. students must be well versed in the content they intend to teach and be able to critically evaluate and apply theories of effective practice). (1,2,6)
4. Work respectfully and collaboratively with their colleagues and their community to ensure the quality of educational programs. (5, 7)
5. Use assessment of their student's learning and their own teaching to inform future planning and teaching. (4, 6)
6. Be aware of the various forms of diversity embodied by learners in their classrooms and modify curriculum and instruction based on the individual needs of their students. (2, 3)

Majors in the B.A. Program will be able to:

1. Describe the process and structure of educational organizations. (3, 6)
2. Understand how humans learn and develop. (1, 4, 5)
3. Understand the core concepts and tools of inquiry for evaluating and producing educational research. (2)
4. Understand diverse applications of educational theory. (1, 2, 3, 4, 5, 6, 7)
5. Demonstrate capacity for self-reflection and ethical reasoning. (7)
6. Understand the importance of equity and social justice in education.

Numbers in parentheses reflect the related Educational Goals of Bucknell University.

Courses

EDUC 101. Diversity, Equity and the Foundations of American Education. 1 Credit.

Offered Both Fall and Spring; Lecture hours:3

Historical, economic, philosophical, and social foundations of education, and their implications for present-day education in America. Emphasizes issues of diversity and equity. Provides a background of information for the prospective teacher and citizen. Not open to seniors.

EDUC 102. Educational Psychology. 1 Credit.

Offered Either Fall or Spring; Lecture hours:3

Role of psychological concepts in educational practices. Nature, sources of individual differences in development and readiness. Learning theory, motivation, and emotion in learning. Issues in identifying and supporting the learning of all students. Measurement and evaluation of learning.

EDUC 1NT. Education Non-traditional Study. 1 Credit.

Offered Fall, Spring, Summer; Lecture hours:Varies,Other:3

Non-traditional study in education.

EDUC 227. Immigrant Youth in U.S. Society. 1 Credit.

Offered Either Fall or Spring; Lecture hours:3

This course examines the varied trajectories in contemporary immigrant youth adaptations across social contexts, including schools, families, peer groups and work. Crosslisted as EDUC 627.

EDUC 230. Foundations of Classroom Assessment. 1 Credit.

Offered Spring Semester Only; Lecture hours:3

Use of observation, documentation, and assessment to develop instructional practices that support learning of all children. Includes assessment across environments and for different purposes. Prerequisite: EDUC 102 or EDUC 201 or permission of the instructor.

EDUC 232. Remaking Public Education. 1 Credit.

Offered Either Fall or Spring; Lecture hours:3

Examines the way advocates, entrepreneurs, and philanthropists are changing public education (and society) through innovations like charter schools, school vouchers, cyber schools and home schooling.

EDUC 235. The Creative Process. 1 Credit.**Offered Spring Semester Only; Lecture hours:3**

This course approaches creativity as a process that transforms our understanding of the world. It will examine the role the arts (visual, written, musical, theatre, and dance) can play in creating meaningful opportunities for students to engage, express, and learn within the context of the classroom and beyond. Fieldwork/Clearances required.

EDUC 265. Children's Literature and Pedagogy. 1 Credit.**Offered Fall Semester Only; Lecture hours:3**

This course encourages the exploration of children's literature. We will discuss theoretical and pedagogical approaches for integrating children's literature. Students will have an opportunity to develop engaging unit and lesson plans that promote academic growth, social-emotional learning, and deepen children's appreciation of history, society, and diverse cultures.

EDUC 275. Linguistic Diversity and Equity in Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course explores linguistic diversity and how it shapes teaching and learning in US schools. This course is designed to develop critical language awareness by examining language ideologies. We will discuss ways to recognize the linguistic resources and experiences of diverse students and identify pedagogical strategies that promote educational equity.

EDUC 290. Gender Issues in Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

An examination of how gender affects the teaching-learning process with an emphasis on theory, curriculum, pedagogy, and assessment. Crosslisted as WMST 290.

EDUC 2NT. Education Non-traditional Study. 1 Credit.**Offered Fall, Spring, Summer; Lecture hours:Varies,Other:3**

Non-traditional study in education. Prerequisite: permission of the instructor.

EDUC 306. Classroom and Behavioral Management. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course will focus on positive, preventative, research-based classroom and behavior management strategies. Grounded in behavioral theory, students will understand specific systems and practices that provide universal support to all children and adolescents as well as more intensive supports when needed.

EDUC 308. Advanced Educational Foundations: Democracy and Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course employs a multidisciplinary approach to explore the relationship between education and democracy in "free" societies such as the United States. Students will critically examine the American educational system and its contemporary problems through the lenses of history, philosophy, sociology, and anthropology. Prerequisites: EDUC 101.

EDUC 311. Assessment and Differentiation. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Focuses on instructional approaches that emphasize teaching diverse learners in the academic, social and behavior domains. Students will learn a process for differentiating instruction based on individual student needs. Students will be introduced to the concepts and application of assessment. Prerequisite: EDUC 102 or EDUC 201. Fieldwork and Clearances Required.

EDUC 312. Counseling Techniques. 1 Credit.**Offered Fall Semester Only; Lecture hours:3,Other:4**

This course provides an introduction to counseling theory and basic micro-skills of counseling. Students will practice basic techniques of therapeutic interviewing.

EDUC 313. Reading Self, Community, and The World. 1 Credit.**Offered Spring Semester Only; Lecture hours:3**

This course explores children's literature in relation to the teaching of social studies. Pre-service teachers will engage with both social studies and literacy standards as they plan, implement, reflect and revise literature based social studies lessons. Fieldwork and clearances required. Not open to students who have taken EDUC 343/643.

EDUC 317. Problems in Education. .25-1 Credits.**Offered Either Fall or Spring; Lecture hours:Varies; Repeatable**

Research on a problem not involved in a student thesis. Upperclass students. Prerequisite: permission of the instructor. Crosslisted as EDUC 617.

EDUC 318. Critical Multiculturalism. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course combines social science and educational research with narrative accounts to explore the historical, philosophical, sociological, and political foundations of the multicultural movement in American education. The course will examine and critique contemporary issues such as the educational experiences of minority groups, inclusive pedagogy, and bilingual education.

EDUC 319. Group Processes. 1 Credit.**Lecture hours:3**

This course presents basic dynamics, theoretical components, and developmental aspects of group processes with clients. Students will participate in a group exercises as members and leaders.

EDUC 320. Ethics in Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Application of traditional and contemporary ethical theories to current dilemmas in teaching, research, counseling, administration, and educational policy.

EDUC 321. Disability Studies. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

An overview of legislation and procedural safeguards which govern access for people with disabilities in the United States, and implications of various exceptionalities for educational attainment. Through literature and media, students will come to understand people with disabilities as far more than the cumulation of their limitations.

EDUC 323. Education of Young Children. 1 Credit.**Offered Fall Semester Only; Lecture hours:3,Lab:3**

A conceptual-development overview of the social, emotional, cognitive, and physical characteristics of the early childhood years (to age 9) stressing extrapolation from developmental theory to educational practice for teachers and parents who function as the earliest educators. Fieldwork and clearances required. Prerequisites: (EDUC 101 and EDUC 102) or EDUC 201.

EDUC 324. Explicit Instruction. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course will focus on the elements of explicit instruction, which is a structured and systematic approach for teaching academic skills. Students will learn how to design lessons for teaching specific skills, how to organize and deliver instruction, and how to provide appropriate independent practice and feedback. Fieldwork/clearances required.

EDUC 331. Trauma and Healing. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Trauma affects how people interact, learn and develop; it also affects disease processes and life expectancy. This course examines the importance of compassion by cultivating an understanding of behavioral and socio-affective implications of risk and trauma, toward the end of fostering resiliency in ourselves and those we care for.

EDUC 335. Child & Adolescent Development. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Using textbooks, films, media and popular children's and young adult literature, this course examines all aspects of development of school-age students in grades K-12. EDUC 102 or EDUC 201 is recommended for students taking this course.

EDUC 338. Bucknell in Italy: Childhood, Family & Education in Italy. 1 Credit.**Offered Summer Session Only; Lecture hours:3**

In this 1-credit, 4-week study abroad experience you will learn about childhood in Italy with an emphasis on the family and education systems in Italy. Not open to seniors. Crosslisted as PSYC 338.

EDUC 340. K-12/7-12 Field Experience. .5 Credits.**Offered Both Fall and Spring; Lecture hours:Varies,Other:3**

This pre-student field experience will provide students with direct classroom experience. Students will develop instructional strategies and classroom management skills. Students will be placed in classrooms in local school districts.

EDUC 341. Early Literacy. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3,Lab:3**

A study of the strategies and techniques involved in teaching children to read and to write (Pre-K-4 level). Contemporary theories of reading behavior. Fieldwork and clearances required. Prerequisites: EDUC 101 and EDUC 102 or EDUC 201.

EDUC 344. Science as Inquiry. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3,Other:4**

This course reflects best practices for the teaching of science as inquiry. Focuses on methods and materials for teaching science concepts, processes, and skills to young children. Fieldwork and clearances required. Prerequisites: EDUC 101 and EDUC 102 or EDUC 201.

EDUC 347. Family, School, and Community Partnerships. 1 Credit.**Offered Spring Semester Only; Lecture hours:3**

Students will explore important factors and effective strategies in creating and sustaining respectful, reciprocal, supportive and empowering relationships with families to enhance children's development and learning. Prerequisite: junior or senior status or permission of the instructor. Field experience and clearances are required.

EDUC 349. Student Teaching: Elementary. 3 Credits.**Offered Fall Semester Only; Lecture hours:Varies,Other:35**

Supervised practice in the design and implementation of instruction in elementary school classrooms. Emphasis on professional conduct and use of theory to inform practice. Students must be accepted into the Pre-CIP program, must have enrolled in all certification courses or obtain permission of the instructor. Corequisite: EDUC 449.

EDUC 350. Higher Education in the United States. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Overview of historical and contemporary trends in post-secondary education: systematic examination of selected social, political, economic, and educational forces and problems affecting contemporary higher education.

EDUC 351. Learning and Development in Postsecondary Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

Investigation of contemporary theories pertaining to the processes of learning and development that occur from later adolescence through old age.

EDUC 355. Teaching of Science in Secondary School. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3,Other:4**

Principles and practices of teaching biology, chemistry, physics, earth and space science, and environmental science in grades 7-12. Prerequisites: EDUC 101, and (EDUC 102 or EDUC 201), and (EDUC 334 or EDUC 335). EDUC 335 is required for environmental science.

EDUC 359. Student Teaching: Secondary. 3 Credits.**Offered Spring Semester Only; Lecture hours:Varies,Other:35**

Supervised practice in the design and implementation of instruction in secondary school classrooms. Emphasis on professional conduct and use of theory to inform practice. Corequisite: EDUC 459.

EDUC 362. Quantitative Research Methods. 1 Credit.**Offered Either Fall or Spring; Lecture hours:3**

This course emphasizes the design of quantitative research and the development of skills in analyzing and interpreting data. Quantitative research in education and psychology is critiqued in terms of theory, past research, hypothesis generation, and research design. Data input and analysis involves the use of the statistical software package SPSS.

EDUC 364. Qualitative Research Methods. 1 Credit.**Offered Fall Semester Only; Lecture hours:3**

This is an introduction to the foundations of qualitative design in education, including: history, philosophy, nature, types, examples, and the challenges associated with data collection and its interpretation.

EDUC 375. ESL Methods: Instruction and Assessment. 1 Credit.**Offered Spring Semester Only; Lecture hours:3**

This course focuses on preparing students to teach students for whom English is their second language (ESL). It focuses on three primary areas: instructional materials development for ESL; assessment and support of ESL students; and cultural awareness and sensitivity. Fieldwork and clearances required for certification students.

EDUC 3NT. Education Non-traditional Study. .5-1 Credits.**Offered Fall, Spring, Summer; Lecture hours:Varies,Other:3**

Education non-traditional study course. Prerequisite: permission of the instructor.

EDUC 415. Honors Thesis in Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:Varies,Other:3**

Individual research, leading to an honors thesis in education. Supervised by an instructor in the department of education. Prerequisites: permission of the instructor, department, instructor and University Honors Council.

EDUC 425. Internship in Education. 1 Credit.**Offered Either Fall or Spring; Lecture hours:Varies,Other:3**

Supervised practice in an educational setting including a structured reflection component. This course may be used to fulfill the Culminating Experience course requirement for the B.A. in education.

EDUC 439. Student Teaching in Music. 3 Credits.**Offered Either Fall or Spring; Lecture hours:Varies,Other:35**

Student teaching in music. Corequisite: MUSC 335. Prerequisite: permission of the instructor.

EDUC 449. Professional Seminar in Elementary Education. 1 Credit.**Offered Fall Semester Only; Lecture hours:3**

Systematic approach to the observation, interpretation, verification and remediation of problems affecting student learning. Psychological and sociological theory informing teaching practice. Implications of student diversity for adaptation of instruction. Prerequisites: Senior status and permission of the instructor. Corequisite: EDUC 349.

EDUC 459. Professional Seminar in Secondary Education. 1 Credit.

Offered Spring Semester Only; Lecture hours:3

Systematic approach to the observation, interpretation, verification, and remediation of problems affecting student learning. Psychological and sociological theory informing teaching practice. Implications of student diversity for adaptation of instruction. Prerequisite: permission of the instructor. Corequisite: EDUC 359.