TEACHING & EDUCATIONAL LEADERSHIP DEPARTMENT

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The Department of Teaching and Educational Leadership offers programs leading to a bachelor's degree and/or licensure in three areas: Elementary Education (Grades K-6), Middle Level Education, (Grade 4-8) and Secondary Education (The grade level preparation includes 7-12, 4-12, or K-12 depending on the secondary major field pursued). In addition to these bachelor's programs, the Department offers an associate's degree program in Early Childhood Education.

The College of Education and Health provides guidance and professional courses for the teacher candidate who plans to teach in elementary, middle level, and secondary schools. The teacher education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition to this national accreditation, numerous Arkansas Tech University educator licensure programs have received specialized national program recognition or national specialty accreditation, which includes all programs for which this national honor is available.

Teacher candidates who plan to teach physical education, elementary education, or middle level must enroll in the College of Education and Health. Those who elect to prepare for teaching in other fields must enroll in schools appropriate to their interests in teaching and areas of content.

For the freshman or sophomore teacher candidate who has not selected a major or specific teaching level or area, the College recommends enrollment in the undeclared program (see "Undecided Study"). In addition to taking the required general education courses, teacher candidates in this program are encouraged to take such electives as will provide them a good liberal education and help select a major field. Advisors in this program are selected to provide guidance to undecided teacher candidates.

In making a decision to enter the teaching profession, teacher candidates should seriously consider the demands which this choice entails. Among these are scholarship and intellectual curiosity; an interest in children and young people, and an understanding of their interests, problems, and development; a thorough understanding of the principles and skills employed by effective teachers, a demonstration of expected professional dispositions; and an interest in and understanding of the role of the school in our society.

Teacher candidates who elect the professional program in teacher education will complete their study in at least two stages. See the appropriate catalog section for the requirements for specific programs. Some courses in the area of specialization should also be completed. **Admission to Arkansas Tech University is a prerequisite to, but separate from, admission to teacher education. Declaration of a major in one of the University's teacher education** programs is also a prerequisite to making formal application for admission to teacher education. Even though admission to Tech and declaration of a teaching major are necessary conditions for admission to teacher education, they are not the only requirements. Other criteria are listed in the section below.

Admission & Retention in Teacher Education at Tech

Professional programs are composed of courses and experiences designed to complete the undergraduate stage of professional preparation for teaching. Before a teacher candidate may enroll in professional education courses at the upper division level (the required 3000 and 4000 level professional education courses), he or she must be formally admitted to teacher education at Tech. Applications may be submitted electronically to the office of the Director of Teacher Education Student Services (Crabaugh 109).

To be admitted to programs in secondary education, teacher candidates must have two assigned advisors, one from the College of Education and Health and one from the department representing their teaching concentration, have the approval of both advisors, satisfactorily complete the pre-admission requirements, have a cumulative grade point average of 2.70 on all college work completed including transfer work, and submit a plan of study approved by both advisors. An elementary education or middle level education major will have one advisor from the Department of Teaching and Educational Leadership. **Admission to teacher education will be recommended by the academic advisors based on the following considerations: completion of English composition courses, an oral communication course, the appropriate college-level mathematics course, and the appropriate introductory education course with grades of "C" or higher.** Other factors which reflect professional competence, including moral and emotional stability, physical and mental health, intellectual curiosity, use of English, social awareness, and professional interest will be considered. Formal screening and subsequent admission into teacher education and the monitoring of satisfactory progress in the teacher preparation program represent institutional obligations to the teaching profession, the schools served by and working with the University's programs, and the agencies that approve and accredit teacher education programs. Once admitted to teacher education, the teacher candidate must maintain satisfactory progress throughout the completion of the teacher education program according to the standards cited above and any additional program standards in effect or lose eligibility to continue in that program. Course sequences and prerequisites will be followed carefully.

Admission Decision Appeals

A formal appeal of a decision to deny admission to teacher education may be made to the Office of Teacher Education Student Services. Instructions and forms for such appeals are available on the Teacher Education Student Services' website. **An appeal should be based upon exceptional or extenuating circumstances and/or other pertinent information not previously available or considered.** A formal appeal must be submitted in writing to the Dean who will transmit it to the Committee. The Committee's recommendation may be appealed in writing to the Director of Teacher Education Student Services. The Committee's recommendation will be reviewed by the Dean of the College of Education and Health regarding admission to teacher education. If the appeal is not resolved at this level the teacher candidate may appeal to the Vice President for Academic Affairs whose decision will be final.

Internship

Internship is the capstone of the teacher preparation program. Placements are the responsibility of the College of Education and Health and are selected on the basis of providing the best experience available for the teacher candidate.

The assignments require full day experiences for the semester. Teacher candidates should make plans with these requirements in mind.

Criteria for Internship

Internship is normally expected to be the last requirement completed in teacher education programs. Internship requires a full-time academic and professional commitment. Internship requires the teacher candidate to devote one semester of the senior year to full-time internship in an approved school. The teacher candidate should plan the work of internship to provide one semester free of activities and responsibility which would interfere with the requirements of the professional semester. The teacher candidate is expected to follow the direction of the Field-Based Teacher, the School Principal, the Arkansas Tech University Supervisors, and the Arkansas Tech University Director of Teacher Education Student Services.

Admission requirements for secondary education include completion of all professional education courses, a minimum grade of "C" in all courses required for the teaching field and professional education, and a cumulative grade point average of 2.70 on all work attempted, including transfer work. Admission requirements for elementary education and middle level education include no grade below "C" in any course work with a cumulative grade point average of 2.70 on all work attempted, including transfer work. Internship admission requires a Praxis II Specialty Area score which meets or exceeds the minimum scores established by the Arkansas Division of Elementary and Secondary Education.

Appeals of Internship Eligibility Decisions

Decisions made regarding a teacher candidate's eligibility and readiness for placement or retention in internship may be appealed in writing to the Director of Teacher Education Student Services. The appeal will be transmitted to the Appeals Committee. The Committee's recommendation regarding an appeal is forwarded to the Dean. If the appeal is not resolved at that level, the teacher candidate may appeal to the Vice President for Academic Affairs whose decision is final. Appeals should be based on exceptional or extenuating circumstances and/or pertinent information not previously available or considered.

Internship Application Process

Teacher candidates must submit a formal application for submission to internship for the spring semester prior to October 15 of the previous fall semester to be considered for the internship experience. Applicants for the fall semester must submit the application prior to March 15 of the spring semester. Failure to meet these deadlines could result in the delay of internship for a semester. Priority in internship placement will be given to those teacher candidates meeting the deadlines and preregistering for internship for the given semester.

Application forms for internship may be obtained on the Teacher Education Student Services website.

Elementary Education candidates may accomplish internship by enrolling in ELED 4912 . Middle level candidates may accomplish internship by enrolling in MLED 4912 . Secondary candidates may accomplish internship by enrolling in SEED 4809 Residency B or SEED 4909 Residency B and SEED 4503 Seminar in Secondary Education, and any other courses required in their teaching concentration. Assignment of the teacher candidate to an approved site for internship is the responsibility of the College of Education and Health based on policies developed by the College of Education and Health. Placements are chosen to provide the best educational experience for the teacher candidate.

Applicants for admission to Stage II or internship must meet the requirements that are in effect at the time of application. The requirements for admission and retention as published in the policies and procedures handbook of the Arkansas Tech University Teacher Education Program will supersede catalog information.

Transfer Students

Applicability of transfer credit to meet specific degree requirements depends on the major selected by the transfer student. The transfer student should review the Transfer Credit policy in the Admission section of this catalog and meet with their academic advisor to determine final transfer credit eligibility for the selected program of study.

Requirements for Teacher Licensure

All candidates for licensure must successfully complete the appropriate specialty area exams of Praxis II. Teacher candidates must also successfully complete the appropriate Praxis II, Principles of Learning and Teaching assessment. Scores must be sent directly from the Educational Testing Service (ETS) to Arkansas Tech University.

Praxis Series

Please refer to Item E under the "Requirements for Baccalaureate Degrees (https://catalog.atu.edu/undergraduate/general-education-requirements/)".

The Congress of the United States, in its reauthorization of Title II of the Higher Education Act of 1998, enacted accountability measures requiring institutions of higher education to report data to the public on the pass-rates of teacher candidates on assessments required for state licensure. In addition to pass rates, candidates must complete well over 400 hours in the classroom during internship and the average faculty-teacher candidate ratio in supervised practice teaching is 5.0. All programs are approved by the Arkansas Division of Elementary and Secondary Education (DESE, formerly the Arkansas Department of Education).

For more information, please visit www.atu.edu/ci *(*https://www-old.atu.edu/ci/*)*

Programs

- Chemistry Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/chemistry-education-teacher-licensure/)
- Early Childhood Education, Associate of Science (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/early-childhood-education-as/)
- Elementary Education, Bachelor of Science (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/elementary-education-bs/)
- Leadership Studies Minor (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/leadership-studies-minor/)
- Middle Level Education, Bachelor of Science (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/middle-level-education-bs/)
  - Middle Level Education, Bachelor of Science, English/Langauge Arts (https://catalog.atu.edu/undergraduate/programs/

education-health/teaching-educational-leadership/middle-level-education-bs/middle-level-education-bs-english-langauge-arts/)

- Middle Level Education, Bachelor of Science, Mathematics (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/middle-level-education-bs/middle-level-education-bs-mathematics/)
- Middle Level Education, Bachelor of Science, Science (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/middle-level-education-bs/middle-level-education-bs-science/)
- Middle Level Education, Bachelor of Science, Social Studies (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/middle-level-education-bs/middle-level-education-bs-social-studies/)
- Secondary Education (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/)
  - Agricultural Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/agricultural-education-teacher-licensure/)
  - Art for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/art-teacher-licensure/)
  - Computer Science Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/computer-science-education-teacher-licensure/)
  - English Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/english-education-teacher-licensure/)
  - Mathematics Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/mathematics-education-teacher-licensure/)
  - Music Education for Teacher Licensure - Instrumental Music Option (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/music-education-teacher-licensure-instrumental/)
  - Music Education for Teacher Licensure - Keyboard Instrumental Music Option (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/music-education-teacher-licensure-keyboard-instrumental/)
  - Music Education for Teacher Licensure - Keyboard Vocal Music Option (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/music-education-teacher-licensure-keyboard-vocal/)
  - Music Education for Teacher Licensure - Vocal Music Option (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/music-education-teacher-licensure-vocal/)
  - Physics Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/physics-education-teacher-licensure/)
  - Social Studies Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/

teaching-educational-leadership/secondary-education/social-studies-education-teacher-licensure/)
  - World Language with Concentration in Spanish Education for Teacher Licensure (https://catalog.atu.edu/undergraduate/programs/education-health/teaching-educational-leadership/secondary-education/world-language-concentration-spanish-education-teacher-licensure/)

Courses
Early Childhood Education

ECE 2113 Basic Child Growth and Development
A study of the various developmental principles affecting the individual from the prenatal period through early adolescence. The course includes observational experiences in settings for young children.

ECE 2313 Foundations and Theories in Early Childhood Education
An introduction to the profession including historical and social foundations, awareness of value issues, ethical and legal issues, staff relations, and the importance of becoming an advocate for children and families.

ECE 2513 Curriculum for Early Childhood Education
Co-requisite: ECE 2113.
Prerequisite or A study and application in the field of the theoretical base for early learning. Covers curriculum for young children based on research and theory.

ECE 2613 Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children
Co-requisite: ECE 2113.
Prerequisite or A combination of classroom and field based experiences stressing developmentally appropriate techniques and materials fostering successful development and learning in young children.

ECE 2991 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2992 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2993 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours. $40 course fee.

ECE 2994 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2995 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2996 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours. $40 course fee.

ECE 2997 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2998 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

ECE 2999 Practicum in Early Childhood Education
Prerequisite: Completion of 12 hours of ECE courses taken for meeting assessment requirements for the Child Development Associate credential.
Variable credit available for documented early childhood training related to the principles and procedures which support the development and operation of an effective early childhood education program. Credit may also be awarded for portfolio development for the Child Development Associate assessment. Equivalencies for awarding credit will be determined by the advisor in accordance with guidelines of the National Association for the Education of Young Children (NAEYC). Additional coursework approved by the advisor may be applied toward any balance of credit needed to complete the nine hours.

Elementary Education

ELED 2003 Education as a Profession
Cross-listed: MLED 2003 and SEED 2003.
This course provides potential teacher education candidates with the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; professionally communicate these findings to others; and examine, observe, and reflect upon research applications in the school setting.
Note: A field experience is required in this course.

ELED 2113 Human Development and Learning Theories
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.
Note: A field experience is required in this course.

ELED 3123 Diagnosis and Assessment of Elementary Students
Prerequisite: Admission to Stage II of the Teacher Education Program.
This course is designed to develop pre-service teachers with who can successfully implement the design and implementation of current best practices in assessment and who can utilize assessment data to plan, evaluate and promote instructional achievement in a 21st Century standards-based classroom.
Note: A field experience is required in this course.

ELED 3133 Integrated Curriculum
Prerequisite: Admission to Stage II of the Teacher Education Program.
This course is designed to provide teacher candidates with an overview of how to develop teaching/learning strategies and to integrate curriculum in the elementary classroom. Emphasis is placed on helping teachers adapt techniques, choose materials, and design units that integrate multiple content areas across a student-centered curriculum.
Note: A field experience is required in this course.

ELED 3143 Teaching Methods K-6 Social Studies
Prerequisite: Admission to Stage II of the Teacher Education Program.
This course is an introduction to teaching powerful social studies in the elementary classroom. Based on current theory and research and with particular emphasis on active citizenship and diversity, the course develops instructional decision-makers who will utilize innovative and effective practice and resources for teaching meaningful social studies. This course also informs about best practice in the field.
Note: A field experience is required in this course.

Leadership

LEAD 1003 Introduction to Leadership
This is an introduction course on leadership, where students will gain an understanding in the concepts, theories, and best practices regarding effective leadership. In addition, students will focus on understanding self and personal leadership.

LEAD 2003 Ethics in Leadership
This course is an examination of ethics in leadership. Students will demonstrate critical thinking skills to identify and remedy ethical issues found in a variety of leadership situations. This includes understanding right and wrong, good versus evil, and how these decisions impact their personal leadership as well as those around them.

LEAD 3003 Leading Teams
This is a course on leadership development and team building, where students will gain an understanding in the concepts, theories, and best practices regarding effective leadership.

Middle Level Education

MLED 2003 Education as a Profession
Cross-listed: ELED 2003 and SEED 2003 This course provides potential teacher education candidates with the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; professionally communicate these findings to others; and examine, observe, and reflect upon research applications in the school setting.
Note: A field experience is required in this course.

MLED 3013 Research Foundations
Prerequisite: Admission of Stage II to the Middle Level Teacher Education Program.
Presentation of the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; and write a professional research report based on the composite findings.

MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program.
General principles of the physical, social, emotional, intellectual, and moral development of early adolescents and the developmental implications on curriculum and instruction, learning, the learner's potentialities with attention to individual differences, the environment of effective learning, application of psychology to educational problems.

MLED 3033 Literacy Development in the Middle Grades
Prerequisite: Admission to Stage II of the Middle Level Teacher Program.
Presentation of the knowledge base and methodology needed to guide students in the middle grades toward competency and maturity as readers and writers and practice in the teaching/learning strategies related to reading in all content area disciplines.

MLED 3041 School to Home Communication
Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program.
Presentation of methods of communication between the home and school for the classroom teacher will be explored. The use of classroom management software for school reports, student information sheets, newsletters, electronic mail, and letters to home as well as telephone skills will be practice. Exploration of the use of community resources and evaluation as related to meeting the needs of middle level students and families.

MLED 3063 Tests & Educational Measurements
Prerequisite: Admission to Stage II of the Middle Level Program.
A survey of test theory with particular emphasis upon the use of assessment techniques in the middle level classroom as an educational decision-making tool.

MLED 3073 Diversity in the Classroom
Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program.
A study of the major areas of exceptionalities including the learning disabled, mentally retarded, physically handicapped, and the gifted, and their special needs in a school program.

MLED 3102 Reading through Literature in the Middle Ages
Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program.
A study of the development and source of literature for the middle childhood/early adolescent student. Emphasis will be on integrating literature across the curriculum and on methods of encouraging reading as a lifelong pleasurable pursuit.

MLED 3103 Writing in the Content Area
Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program.
This course is a review of adolescent development with regard to instructional needs in writing. This course provides strategies for teaching writing in all content areas with an emphasis on text-based writing.

Secondary Education

SEED 2003 Education as a Profession
Cross-listed: ELED 2003 and MLED 2003 This course provides potential teacher education candidates with the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; professionally communicate these findings to others; and examine, observe, and reflect upon research applications in the school setting.
Note: A field experience is required in this course.

SEED 2113 Human Development and Learning Theories
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.
Note: A field experience is required in this course.

SEED 3552 Child and Adolescent Development
The primary purpose of this course is to prepare teacher education candidates for classroom interaction by tracing influences of normal human development in all domains and showing how heredity and environmental factors affect the individuals' capacity to learn and function in a school environment. The teacher candidate will examine current research, concepts and issues related to normal adolescent development as well as exceptionalities that may be present. A range of cultural, social, and cognitive factors will be explored through reading, discussion, observation, literature search, interviews and case studies.

Faculty
Professors

- David Bell (https://www.atu.edu/ci/profiles/dbell.php)
- Rebecca Callaway (https://www.atu.edu/ci/profiles/rcallaway.php)
- Tim Carter
- Theresa Cullen
- Shellie Hanna (https://www.atu.edu/ci/profiles/shanna.php)
- Jackie Paxton (https://www.atu.edu/ci/profiles/jpaxton.php)

Associate Professors

- Lydia Brauer
- Mohamed Ibrahim (https://www.atu.edu/ci/profiles/mibrahim1.php)
- Timothy Leggett (https://www.atu.edu/ci/profiles/tleggett.php)
- Debra Murphy (https://www.atu.edu/ci/profiles/dmurphy7.php)
- Teresa Toland (https://www.atu.edu/ci/profiles/ttoland.php)

Assistant Professors

- David Smith
- Heather Stefanski