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## DEPARTMENT OF EDUCATION

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### FACULTY

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### INTRODUCTION

The Department of Education is designed to provide students with the knowledge, skills, and abilities they need to teach anything to anyone. Students learn curriculum planning, instructional strategies, and assessment techniques appropriate to public and private schools. Even those interested in corporate training, nontraditional education, or parenting will find many useful ideas and strategies in the courses of the education program. Most important of all, students in the program grow spontaneously in those qualities of great teachers — confidence, creativity, intelligence, resourcefulness, vitality, efficiency, and kindness — as they pursue their degree.

The teacher education programs are approved by the State of Iowa and incorporate all regional and national standards, but only in this program can one become an expert in Consciousness-Based education, an approach to teaching and learning that awakens students' total brain potential. Teachers in training learn to cultivate this precious human resource, and they also begin to see through this cultivation the creation of a better society, a better world.

### PROGRAMS OFFERED

- **B.A. in Elementary Education** (two semesters of full-time study for single subject specialists and three semesters for the K–6 self-contained classroom). A major in elementary education focuses on teaching in the elementary school. Students may be prepared as traditional elementary school generalists or as specialists in one subject area. Both programs develop effective teachers and prepare students for graduate study related to elementary education. Structured into the programs are systematically guided experiences of observing, analyzing, assisting, and practicing teaching in elementary school classrooms. The elementary education programs are approved by

the Iowa Department of Education. Graduates of these programs may be recommended for licensure in public or private schools in Iowa, as well as in most of the 50 states. The subject areas in which elementary specialists may be prepared for initial licensure are: art, language arts, mathematics, and science. We also offer additional endorsements to licensed teachers in all of the above subjects.

- **B.A. in Secondary Education** (two semesters of full-time study). This program prepares students for careers as teachers of single subjects in the secondary school. Students who wish to teach at the secondary level must complete a major in the subject they wish to teach as well as a major in secondary education. Teaching tracks are available within the art, English, mathematics, physiology and health, sustainable living, and the business majors. Teaching tracks require from 40 to 60 credits of course work, which may be different than the number of hours of course work required for other tracks in the same major. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, biology, chemistry, and physics. We also offer additional endorsements to licensed teachers in all of the above, plus general science.

The secondary education program is approved by the Iowa Department of Education. Graduates of this program may be licensed to teach in public or private schools in Iowa and be eligible for teaching credentials most of the 50 states.

- **Minor in Educational Foundations** This program offers a broad understanding of the psychological, philosophical, and sociological foundations of education. Students learn the principles of modern social science and of Consciousness-Based education that guide the design of educational curricula and classroom instruction. They also have frequent opportunities to view model education programs in regional elementary and secondary school classrooms, including the award-winning Maharishi School.
- **M.A.T. in Secondary Education** (one year of full-time study). This program prepares students for careers as teachers of single subjects in the secondary school. Students who wish to teach at the secondary level must have completed a major in the subject they wish to teach. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, biology, chemistry, and physics. We also offer additional endorsements to licensed teachers in all of the above, plus general science.
- **M.A.T. in Elementary Education** (one year of full-time study for single subject specialists and one-and-a-half years of full-time study for K–6 self-contained classroom). This program prepares students for careers as elementary school teachers or as single subject specialists at the elementary level. In addition to providing the foundational knowledge of teaching and curriculum, it provides knowledge and experience of teaching methods in the elementary subject areas.

*Note:* Each of the above programs can also be taken as a “Certificate Only” program, without enrolling in a degree program. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus basic science for elementary, general science at the secondary level, physics, and secondary business.

- **Fast Track M.A.T. Program** (22 credits of study the spring before a one-year paid internship, plus 12 hours after the internship). This program is specially designed for working adults who wish to change careers to become secondary teachers. Applicants are required to have at least three years of work experience before applying. Candidates in the program begin teaching with an intern’s license in an Iowa school after only 22 credits of coursework. After a one-year internship they take an additional 12 credits and then receive an initial Iowa license, at which point they may seek employment in other states or countries.

## SPECIAL FEATURES

- **New knowledge:** In the Maharishi University of Management education department, with our Consciousness-Based approach, students gain a holistic understanding of human potential and learn how to teach so that they nourish the whole student. This holistic approach is needed in order to deal with the problems of low academic achievement and antisocial behavior that afflict our schools today. In addition, in each class, students learn how the main concepts of their discipline are connected to the discipline as a whole and how the whole of the discipline is connected to the deepest levels of the student.
- **Stimulating and supportive classroom environment:** Classes in the education department are taught in an active, seminar-style format that promotes full intellectual engagement. Students get individualized attention from faculty who spend on average 30% more time with students than at other institutions. In accord with the University’s emphasis on holistic development, classes are also structured to be friendly and supportive, so that students grow continuously in health, happiness, creativity, and self-confidence.
- **Excellent field experience program:** The education department has an extensive field experience component that places students in the classroom from their first days in the program. Elementary education students have about 170 hours of classroom experience prior to student teaching, and secondary education students have about 60 hours. Experience is gained both in the area’s excellent public schools and in the University’s award-winning K–12 laboratory school. This highly successful school

serves as a model of Consciousness-Based education for other schools around the world.

- **Electronic portfolios:** Students create an electronic portfolio of their work as part of the program. The portfolio synthesizes and presents the student's accomplishments in the program, including papers, projects, and exams, examples of their students' work, videotaped examples of their teaching, and observational reports others have made of their work. The portfolio is installed on the Internet and on compact disk, and it is an ideal tool for presenting graduates to potential employers.
- **Personal growth:** Teaching is a giving profession, and one can only give what one has. Ralph Waldo Emerson once said of teaching that it "involves at once, immense claims on the time, the thought, on the life of the teacher . . . and only to think of it implies character and profoundness." Maharishi University of Management offers an education program that develops students as whole human beings so that every day they have more to give to their students. As a result of this growth, education students at the University become not only better educators, but also better parents, better spouses, better friends.

## DEPARTMENTAL REQUIREMENTS

### Entrance Requirements for the B.A. in Elementary or Secondary Education

Before entering a major in elementary or secondary education, students must complete a total of 30 credits of undergraduate course work. Students planning to teach a single subject must take at least 20 credits of course work in that subject. After taking a sequence of foundational courses in education, students are reviewed for acceptance into the teacher education program.

The following criteria are considered in evaluating candidates:

- **General Education Requirement:** completed course work in the humanities, mathematics, biological or physical sciences, and the social or behavioral sciences. All students must also successfully complete MATH 152 Elementary Algebra as a prerequisite for entry into the program.
- **Demonstration of Competency in Basic Skills:** In compliance with State of Iowa standards for teacher education, candidates are required to pass the PRAXIS® I test of basic reading, writing and math skills. This test must be taken either in paper or electronic form prior to their third course in the program. Students must attain a minimum score of 168 on each test and an average of 170.

- **Personal Maturity:** a written or phone recommendation from a University faculty member who knows the student well. In addition, applicants submit a brief statement of purpose. A personal interview with a member of the faculty of the Department of Education may be requested.
- **General Academic Ability:** an official record of previous undergraduate work showing a grade point average of 2.5 or better. Candidates are expected to have a 3.0 average or better in their subject field.
- **Performance in Education Courses:** a GPA of 3.0 or better in education courses taken.

The department may choose to admit provisionally a student who shows particular promise as a teacher, yet who does not meet all of the above criteria. In this case a plan will be developed with the student by which the deficiency can be monitored and remedied prior to student teaching at which time a student will be fully admitted or asked to withdraw. A teacher education student is expected to maintain a “B” average in all required course work in the department in order to be admitted to student teaching. Students who do not maintain a “B” average may still complete the major in education and even complete an internship in a field placement, but they will not therefore be eligible for recommendation to a license.

### **Additional Requirements for the B.A. in Secondary Education or Elementary Education Specialist**

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Students who wish to specialize in a specific subject, either at the elementary or secondary level, must complete a major, which may be a teaching major, in that subject as well as the major in education. A teaching major is either the standard major or a track within an academic major designed to prepare a student to teach that subject in an elementary or secondary school. Teaching majors at the University require 40 to 60 credits of course work. Specific information regarding the requirements for a teaching major may be obtained from the education department office.

The University’s education program prepares students for initial licensure in the following subjects: art, biology (environmental science), chemistry, physics, business, English, and mathematics. We also offer additional endorsements to licensed teachers in all of the above subjects plus basic science at the elementary level, general science at the secondary level. Additional endorsements require 15 to 24 credits of course work in the area of specialization.

Both the secondary and elementary education programs are approved by the Bureau of Practitioner Preparation and Licensure of the Iowa Department of Education and

successful completion of these programs prepares one to gain an Iowa teaching license in one's chosen field.

NOTE: Students considering a specialization in a single subject should consult the department early in their undergraduate studies to plan to meet State of Iowa requirements for course work in their teaching area and to reserve a position for student teaching.

### **Graduation Requirements for the B.A. Degree in Secondary Education**

To graduate with a B.A. degree in secondary education, students must complete the general requirements for a bachelor's degree. (Please refer to "Degree Requirements" in "Academic Policies.") The requirements for the major are two semester-long modules:

42 credits of course work as follows:

- ED 330 Classroom Assessment and Evaluation (2 credits)
- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 332 The Science and Art of Teaching (4 credits) or ED 310 Introduction to Consciousness-Based Education (4 credits)
- ED 480 Methods of Teaching in Secondary School (6 credits)
- ED 349 Mastering Classroom Management (2 credits)
- ED 490 Student Teaching in Secondary School (18 credits)\*
- ED 495 Creating a Digital Teaching Portfolio (4 credits)

\*(Some students may be required to complete an additional 10 credits.)

### **Graduation Requirements for the B.A. in Elementary Education**

To graduate with a B.A. degree in elementary education, students must complete the general requirements for a bachelor's degree. (Please refer to "Degree Requirements" in "Academic Policies.") Students must also complete 12 credits of coursework in a licensure area such as mathematics, science, or social science. The requirement for the major is 38 to 58 credits of course work as follows, depending on which option is chosen:

18 credits of required courses:

- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 332 The Science and Art of Teaching (4 credits) OR ED310 Introduction to Consciousness-Based Education (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 349 Mastering Classroom Management (2 credits)

- ED 495 Creating a Digital Teaching Portfolio (4 credits)
- ED 330 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

**OPTION 1: Elementary School Teacher (generalist) (36 credits)**

- ED 333 Enlightened Literature for Children (2 credits)
- ED 372 Teaching Elementary Art (1 credit)
- ED 369 Teaching Elementary Mathematics (4 credits)
- ED 371 Methods of Teaching Elementary Reading and Language Arts (4 credits)
- ED 370 Teaching Elementary Science (4 credits)
- ED 376 Teaching Elementary Physical Education (1 credit)
- ED 368 Teaching Elementary Social Studies (3 credits)
- ED 494 Student Teaching in the Elementary School (16 credits)\*

**OPTION 2: Elementary School Single Subject Specialist (16 credits)**

- ED 494 Student Teaching in the Elementary School (18 credits)\*
- ED 358 Teaching a Single Subject in the Elementary or Secondary School (6 credits)

\*(Some students may be required to complete an additional 4–10 credits.)

NOTE: Students who wish to specialize in a single subject should consult the department early in their undergraduate programs to plan to meet State of Iowa requirements for course work in their teaching area and to ensure a position for student teaching.

**Requirements for the Minor in Educational Foundations**

To graduate with a minor in educational foundations, students must complete 16 credits of course work in education to include the following:

- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 332 The Science and Art of Teaching (4 credits) or ED 310 Introduction to *Consciousness-Based Education* (4 credits)

plus 4 credits of additional course work in education

**Entrance Requirements for All Master of Arts Degrees in Education**

Applicants should submit transcripts from undergraduate study, letters of recommendation, and a personal essay. Applicants are expected to have attained an overall GPA during undergraduate study of at least 2.5, as well as a GPA of 3.0 in their teaching field (their major). Applicants to the M.A.T. degree programs must obtain a passing score on the PRAXIS I® test of basic skills, administered by the Educational

Testing Service, before block 3 in the first semester. A personal interview is also highly recommended.

### **Entrance Requirements for the Master of Arts in Teaching Degree**

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To be accepted to the Master of Arts in Teaching program, specializing in either elementary or secondary education, students are expected to meet the following criteria:

- 1) An in-depth knowledge of one's chosen field of specialization (where one is teaching a single field), as indicated by a grade point average for courses in that subject of at least 3.0 on a four-point scale;
- 2) All candidates will have to meet the course work requirements in their field of specialization, as determined by the Maharishi University of Management Department of Education together with the State of Iowa. (Candidates for the mathematics high school teaching license, for example, will have to have taken course work in linear algebra or in abstract (modern) algebra, postcalculus geometry, calculus, computer programming, probability and statistics, and discrete mathematics.) For course work requirements in all fields, please consult the Department of Education directly at 641-472-7000, ext. 5021.
- 3) A liberal arts background, including course work in the humanities, mathematics, biological or physical sciences, and social or behavioral sciences;
- 4) Dedication to and ability to profit from advanced study in the field of education as verified through personal and professional recommendations, a written statement of purpose, and references;
- 5) Personal maturity, motivation, and stable judgment necessary to be a successful teacher, as shown by personal and professional recommendations, references, and a twenty minute interview;
- 6) Understanding of and commitment to one's growth as an educator as expressed in a brief personal essay.
- 7) International applicants will be expected to have excellent communication skills in English as demonstrated either by five or more years of instruction entirely in English or TOEFL scores of 600 or better on the written test. All applicants must also pass an English interview by phone, whether or not they have been instructed in English.

Students are required to maintain a "B" average to remain in good standing in the program.

### **Graduation Requirements for the Master of Arts in Teaching Degree in Secondary Education—Standard Program**

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To graduate with an M.A.T. degree in secondary education, students must complete the general requirements for a master's degree. (Please refer to "Degree Requirements" in

“Academic Policies.”) Program requirements are completion of 44 credits of the following course work:

40 credits of required courses:

- ED 510 Introduction to Consciousness-Based Education (4 credits)
- ED 549 Mastering Classroom Management (2 credits)
- ED 520 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 526 Teaching Diverse Learners (2 credits)
- ED 556 Methods of Teaching in the Secondary School (6 credits)
- ED 511 Classroom Assessment and Evaluation (2 credits)
- ED 569 Student Teaching in Secondary School (18 credits)\*
- ED 595 Creating a Digital Teaching Portfolio (4 credits)

\* Students may be asked to take up to 10 additional credits at the discretion of the supervising faculty for student teaching

### **Graduation Requirements for the Master of Arts in Teaching Degree in Secondary Education—Fast Track Program**

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To graduate with an M.A.T. degree in secondary education, students must complete the general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Program requirements are completion of 38 credits of the following course work:

38 credits of required courses:

- ED 510 Introduction to Consciousness-Based Education (4 credits)
- ED 549 Mastering Classroom Management (2 credits)
- ED 520 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 526 Teaching Diverse Learners (2 credits)
- ED 556 Methods of Teaching in the Secondary School (6 credits)
- ED 514 Professional Learning Communities (4)
- ED 506 Research in Education (4)
- ED 580 Foundations of Professional Success (4)
- ED 594 Intern Teaching Seminar (4)
- ED 511 Classroom Assessment and Evaluation (2)

All students are required to complete a one-year paid internship teaching at the middle or secondary level as part of this program.

## **Graduation Requirements for the Master of Arts in Teaching Degree in Elementary Education**

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To graduate with an M.A.T. degree in elementary education, students must complete the general requirements for a master's degree. (Please refer to "Degree Requirements" in "Academic Policies.") Students must also have completed 12 credits of course work at the undergraduate or graduate level in a licensure area such as mathematics, science, or social science. Students who wish to specialize in a single subject must have completed a teaching major in that subject. Program requirements are completion of 38–58 credits of the following course work:

20 credits of required courses:

- ED 510 Introduction to Consciousness-Based Education (4 credits)
- ED 549 Mastering Classroom Management (2 credits)
- ED 520 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 526 Teaching Diverse Learners (2 credits)
- ED 595 Creating a Digital Teaching Portfolio (4 credits)
- ED 511 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

### **OPTION 1: Elementary School Teacher (generalist) (38 credits)**

- ED 527 Enlightened Literature for Children (3 credits)
- ED 554 Teaching Elementary Mathematics (4 credits)
- ED 560 Teaching Elementary Science (4 credits)
- ED 571 Methods of Teaching Elementary Reading and Language Arts (4 credits)
- ED 573 Teaching Elementary Social Studies (3 credits)
- ED 574 Teaching Elementary Art (1 credit)
- ED 576 Methods of Teaching Physical Education — Elementary (1 credit)
- ED 494 Student Teaching in the Elementary School (16 credits)\*

### **OPTION 2: Elementary School Single Subject Specialist (24 credits)**

- ED 491 Specialized Student Teaching — Elementary School (18 credits)\*
- ED558 Special Methods for the Elementary School (6 credits)

\*(Some students may be required to complete an additional 4–10 credits.)

## **Teaching Certificate Programs**

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The Consciousness-Based approach to education at the University develops the qualities of great teachers — self-confidence, creativity, intelligence, vitality, efficiency, and kindness. Our teaching certificate programs incorporate all the regional and national

standards for teacher education and lead to teaching licensure for the State of Iowa. The Iowa Teaching License allows graduates to begin teaching and quickly gain licensure in any of the other 49 states and in international schools all over the world.

In our program, we introduce cutting-edge knowledge that — along with our emphasis on development of personal qualities of leaders — prepares teachers who are able to kindle the love of knowledge in their students and make groundbreaking advances in educational practice.

Students who have a bachelor's degree from an accredited college, with a GPA of at least 2.50, may apply to the teaching certificate program. The course requirements for this program are the same as those for the undergraduate major in education. The certificate program thereby offers an alternative to the master's degree in teaching for students who already have a master's degree or who do not wish to seek a master's degree.

Students in the teaching certificate program must maintain a GPA of 3.0 or higher to remain in the program.

### **Certificates Offered**

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- Certificate in Elementary Education, including subject matter specialists (one to one-and-one-half years of full-time study). A certificate in elementary education focuses on teaching in the elementary school and developing leadership ability. Students may be prepared as traditional elementary school teachers or as specialists in one subject area. Both programs develop effective teachers and prepare students for graduate study related to elementary education. Structured into the programs are systematically guided experiences of observing, analyzing, assisting, and practicing teaching in elementary school classrooms.

The Elementary Education Programs are approved by the Bureau of Practitioner Development and Licensure of the Iowa Department of Education. Graduates of these programs may be licensed to teach in public and private schools in Iowa and be eligible for teaching credentials in all 50 states. The subject areas in which elementary specialists may be prepared for initial licensure are: art, language arts, mathematics, and science. We also offer additional endorsements to licensed teachers in all of the above subjects.

- Certificate in Secondary Education (one year of full-time study). This program prepares students for careers as teachers of single subjects in the secondary school. Students who wish to teach at the secondary level must have completed a major in the subject they wish to teach. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus general science.

The Secondary Education Program is approved by the Iowa Department of Education. Graduates of this program may be licensed to teach in public or private schools in Iowa and be eligible for teaching credentials in all 50 states.

### **Entrance Requirements for the Certificate Programs in Elementary or Secondary Education**

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Before entering a certificate program in elementary or secondary education, students must have completed a bachelor's degree program from an accredited college. Otherwise, the entrance requirements are identical to those for the M.A.T. programs in elementary or secondary education.

### **Completion Requirements for the Certificate in Secondary Education**

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To complete the certificate program in secondary education, students must complete the general requirements for a certificate program. (Please refer to "Certificate Programs" in "Academic Policies.") The requirements are two semester-long modules (38 credits) of course work as follows:

38 credits of course work as follows:

- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 332 The Science and Art of Teaching (4 credits) or ED 310 Introduction to Consciousness-Based Education (4 credits)
- ED 480 Methods of Teaching in Secondary School (6 credits)
- ED 349 Mastering Classroom Management (2 credits)
- ED 490 Student Teaching in Secondary School (18 credits)\*
- ED 495 Creating a Digital Teaching Portfolio (4 credits)
- ED 330 Classroom Assessment and Evaluation (2 credits)

\*(Some students may be required to complete an additional 10 credits.)

### **Completion Requirements for the Certificate in Elementary Education**

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To complete the certificate program in elementary education, students must complete the general requirements for a certificate program. (Please refer to "Certificate Programs" in "Academic Policies.") The requirement for the major is three semesters in length with 38 to 58 credits of course work as follows, depending on which option is chosen:

22 credits of required courses:

- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 332 The Science and Art of Teaching (4 credits) or ED 310 Introduction to Consciousness-Based Education (4 credits)

- ED 323 Overview of American Education (2 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 349 Mastering Classroom Management (2 credits)
- ED 495 Creating a Digital Teaching Portfolio (4 credits)
- ED 330 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

**OPTION 1: Elementary School Teacher (generalist) (36 credits)**

- ED 333 Enlightened Literature for Children (2 credits)
- ED 372 Teaching Elementary Art (1 credit)
- ED 369 Teaching Elementary Mathematics (4 credits)
- ED 371 Methods of Teaching Elementary Reading and Language Arts (4 credits)
- ED 370 Teaching Elementary Science (4 credits)
- ED 376 Teaching Elementary Physical Education (1 credit)
- ED 368 Teaching Elementary Social Studies (3 credits)
- ED 494 Student Teaching in the Elementary School (16 credits)\*

**OPTION 2: Elementary School Single Subject Specialist (16 credits)**

- ED 491 Specialized Student Teaching — Elementary School (18 credits)\*  
plus 4 credits of special methods courses: ED 351–367

\*(Some students may be required to complete an additional 4–10 credits.)

## COURSES

### Undergraduate Courses

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#### **ED 100 *The Transcendental Meditation Program: Developing the Total Potential of the Human Brain***

The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships.

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course.

The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and a weekend in-residence course.

#### **ED 101 *The Transcendental Meditation Program: Developing the Total Potential of the Human Brain***

The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships. (2 credits)

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course. The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and three months of follow-up meetings and lectures.

### **ED 119 Teaching for Enlightenment: An Introductory Experience**

What can human beings become? What can culture attain? In every age, great thinkers have asked these questions and through their answers have given expression to a vision of what humankind could achieve through education. This course introduces students to the ideas of these great thinkers and their ideas about education. Leading all thinkers is Maharishi Mahesh Yogi, whose Consciousness-Based education fulfills the long-sought goals of education — enlightenment for the individual and invincibility for the nation. Students investigate the leading theories and approaches of education, as well as practical principles of teaching and curriculum design. Working in teams, they design a lesson that is taught to children in our model school on campus, Maharishi School of the Age of Enlightenment. In the process of teaching their lessons, students test their ideas in practice and evaluate their effectiveness based on observed results. Students use the knowledge of modern social science and the Science of Creative Intelligence to gain a comprehensive, integrated view of education. (2 credits) (Distribution Area: Social Sciences) *Prerequisite:* STC 108/109

### **ED 205 American Education in Transition: Creating National Peace and Invincibility through Education**

Like Overview of American Education, this course reviews the history and philosophy of private and public education in America from its founding. Students examine the range and depth of education from the perspective of the family, the church, schools, and businesses. They study educational reform efforts from home schooling to distance learning to large-scale reform in the urban centers of the country to the many new institutions of Consciousness-Based education. Both the range and variety of educational efforts are put in the light of the Vedic Science goals of education — permanent peace and invincibility to the nation. The course includes numerous field trips to educational sites and therefore includes an extra travel fee. *Prerequisite:* STC 108/109

### **ED 309 Teaching with HyperStudio: Expressing the Unbounded in Print and Pictures**

Hypermedia is becoming an increasingly common form of instruction. The Worldwide Web and many educational CD-ROMs are examples of hypermedia. This course explores the theory and practice of creating materials in this multisensory, multiple pathway format. Students will produce an interactive hypermedia project using multimedia authoring software. This project will integrate text, graphics, voice, music, and hyperlinks. (1 credit) *Prerequisite:* STC 108/109

### **ED 310 Introduction to Consciousness-Based Education**

This course examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by Maharishi Mahesh Yogi. Students are introduced to

Maharishi's Science of Creative Intelligence and Principles of Teaching as innovations in the field of education. As a context for these principles and practices, students also examine the history and current organization of the American system of education. (4 credits)

**ED 311 Creating a Digital Teaching Portfolio: Documenting the Growth of an Ideal Educator through Reflection on the Three-Fold Nature of Teaching and Learning**

This course provides students with the time and supervision necessary to prepare a portfolio of the work they completed while in student teaching. Students learn the basics of hypermedia design (Web design) and create a showcase portfolio presenting their work to potential employers and to the University faculty. The portfolio is then evaluated by a panel of faculty in partial fulfillment of the requirements for a Master of Arts in Teaching. (2–4 credits) *Prerequisite:* STC 108/109

**ED 315 Learning Strategies: Applying the Total Brain to the Process of Learning**

This course focuses on the process of learning. It presents a range of learning strategies that are useful across academic curricula as well as non-academic learning experiences including: reading different types of text, making oral presentations, writing, gaining maximum from lectures, and preparing for and taking examinations. Strategies explored include mapping, creating a learning context, reviewing, and relating all learning processes to oneself. (2 credits) *Prerequisite:* STC 108/109

**ED 320 Understanding Learning and Development in Children: How Pure Intelligence Comes to Know Itself through the Child's Developing Nervous System**

This course has two parts: the first deals with theories of human development; the second deals with theories of learning. The first part of the course looks at theories of both cognitive and affective development and deals with topics such as factors influencing development, endpoints of development, and the nature of intelligence. The second part of the course focuses both on cognitive and behavioral views of learning. Topics include classical and operant conditioning, social learning, information processing, problem solving, creativity, and constructivism. (4 credits) *Prerequisite:* STC 108/109

**ED 323 Overview of American Education: Consciousness-Based Education as the Fulfillment of the American Educational System**

This course provides an introduction to the structure and functioning of American education today. Topics covered include the history of American education, national, state, and local influences on education, legal parameters of education, school finance, careers in education, and directions in educational reform. (2 credits) *Prerequisite:* STC 108/109

### **ED 325 Introduction to Holistic Education: Enlivening Wholeness of Life**

This course provides an introduction to the Teacher Education Program. It is team-taught and gives an overview of all major areas of the program. The course gives special emphasis to the rationale for holistic educational goals and teaching practices and introduces students to the educational writings of Maharishi Mahesh Yogi and other leading educational theorists. It also emphasizes key technology skills, such as PowerPoint and Web design, which are used throughout the program. A major outcome of the course is that students create the first statement of their philosophy of education. (2 credits) *Prerequisite:* STC 108/109

### **ED 326 Teaching Diverse Learners: Promoting Total Brain Functioning While Upholding the Diversity of Creation**

This course introduces the learning characteristics of gifted and handicapped students, and explores strategies and practices that elementary and secondary school teachers can use for exceptional students in group learning environments. Topics include identifying the exceptional student, assuring due process, creating least restrictive environments, preparing the individual education plan (IEP), and evaluating. (variable credits)  
*Prerequisites:* ED 320, ED 332

### **ED 330 Classroom Assessment and Evaluation: Planning for Achievement and Fulfillment**

This course is an introduction to the fundamentals of classroom assessment (testing) and evaluation (grading). Students learn how to use learning progressions to create rubrics for essay and performance assessment and test blueprints to create selected response and short answer assessments. (2-4 credits) *Prerequisite:* A secondary or elementary methods course

### **ED 332 The Science and Art of Teaching: Developing Skill in Action from the Platform of Total Knowledge**

This course introduces students to two essential areas of study in classroom teaching, K–12: general principles of teaching and classroom management. Students prepare and carry out lessons in mini-teaching and real classroom situations. *Topics include* —principles of teaching, teaching strategies, classroom management, communicating with parents, and professional ethics and responsibilities. (4 credits) *Prerequisite:* STC 108/109

### **ED 333 Enlightened Literature for Children: Identifying Life-Supporting Literature to Prepare Children for the Age of Enlightenment**

Students learn the fundamentals of designing and organizing a comprehensive reading program for children in the classroom. Topics include establishing criteria for selection and interpretation of children's books, designing warm-up and follow-up activities to

reading, and developing children's appreciation for literature. (variable credits)

*Prerequisite:* STC 108/109

**ED 349 Mastering Classroom Management: Gaining Leadership in the Classroom through the Authority of the Total Potential of Natural Law**

Students learn the basic principles of leadership and classroom management from Maharishi's Principles of Ideal Teaching and the social science literature. They practice specific time-honored techniques and they practice developing the judgment of a leader through numerous case studies. *Topics include* —understanding student needs, motivation, building relationships in the classroom, dealing with minor disruptions and chronic misbehavior, and problem-solving with students. (2 credits) *Prerequisite:* STC 108/109

**ED 358 Teaching a Single Subject in the Elementary or Secondary School: Laying the Foundation for Enlightened Leadership**

This course introduces the process of curriculum development and the instructional methods appropriate for teaching a single subject in the elementary or secondary school. The course is co-taught by University and school faculty. Students are placed in a classroom where they spend approximately 25 hours over the course of the month. They assist in the classroom, observe methods of instruction, and plan a unit to be taught later during their student teaching. Topics include structure of the discipline, broad ideas of the discipline, national standards in one's field, instructional strategies special to one's field, curriculum design, principles of sound assessment, reading across the curriculum, and data-based instructional decision making. (4 credits) *Prerequisite:* ED 548 The Science and Art of Teaching.

**ED 368 Teaching Elementary Social Studies: Creating Ideal Citizens of the Age of Enlightenment through Classroom Experiences That Inspire and Enlighten**

This course presents an introduction to social studies, including methods and materials. Topics include designing units and lessons, aligning curriculum with national standards and the Iowa Core Curriculum, project-based learning, and assessment. (variable credits) *Prerequisites:* ED 332, ED 326

**ED 369 Teaching Elementary Mathematics: Exploring the Structure of Pure Knowledge in Theory and in Practice**

This course introduces teaching methods for arithmetic, computation, and basic mathematical concepts. Topics include strategies for teaching mathematics in accordance with the stages of children's cognitive development and for teaching pre-number and number concepts, place value and numeration, whole numbers, addition, subtraction, multiplication, and division. (variable credits) *Prerequisites:* ED 332, ED 326

**ED 370 Teaching Elementary Science: Discovering the Self, the Constitution of the Universe, as the Basis of All Natural Phenomena**

This course prepares the teacher candidate to foster scientific inquiry and problem solving in elementary school children. Topics include scientific concepts, scientific literacy, and science methods and materials in the elementary school. (variable credits)

*Prerequisites:* ED 332, ED 326

**ED 371 Methods of Teaching Elementary Reading and Language Arts: Understanding and Experiencing How the Language Arts Develop Self-Referral in Teacher and Student**

This course is an introduction to methods and materials for teaching reading and language arts in the elementary school classroom. Topics include diagnosis and evaluation of reading skills and comprehension; word attack, vocabulary, and comprehension strategies for reading instruction; the reading/writing connection; strategies for developing listening and speaking skills; expository and narrative writing; writing poetry; integrating the language arts throughout the curriculum; analysis of commercial reading education materials; use of technology in teaching reading and language arts; and reading materials and methods for students with special needs. Students will apply what they are learning as they spend part of each day in an elementary reading classroom. (variable credits)

*Prerequisites:* ED 326, ED 332

**ED 372 Teaching Elementary Art: Expressing the Joy of Pure Consciousness**

In this course, students become familiar with the theory, basic concepts, and techniques used to teach elementary school art. Topics include teaching methods and curriculum for art. Materials fee is \$15. (variable credits)

*Prerequisite:* ED 332

**ED 373 Teaching Elementary Music: Enjoying the Flow of Wakefulness**

This course presents an introduction to elementary school music methods and materials. Topics include teaching behaviors and strategies for music education, use of contemporary technology in teaching music, evaluation in music education, and adapting music education for students with special needs (the handicapped and the gifted). (1 credit)

*Prerequisite:* ED 332

**ED 374 Teaching Secondary Art: Expressing the Joy of Pure Consciousness**

In this course, students become familiar with the theory, basic concepts, and techniques used to teach secondary school art. Topics include teaching methods and curriculum for art. Materials fee is \$15. (variable credits)

*Prerequisite:* STC 108/109

**ED 376: Methods of Teaching Elementary Physical Education: Understanding the Mechanics of Self-Referral in the Classic Triad of Mind, Body, Spirit**

This course introduces teaching methods for elementary physical education. Topics include strategies for teaching physical education in accordance with the stages of children's motor development, classroom management, lesson planning, and holistic health and fitness. (1 credit) *Prerequisite:* STC 108/109

**ED 398 Internship in Teaching and Curriculum: Promoting Peace and Heaven on Earth**

This course is an elective for students who wish to have additional practical experience in elementary or secondary education. Faculty members help place students in educational institutions with responsibilities appropriate to their preparation. Students assist or co-teach in classrooms, under the supervision of University faculty. Readings, journal writing, other written exercises, and regular performance feedback help guide and inform their practical teaching experiences. (variable credits) *Prerequisite:* consent of the instructor

**ED 408 Early Field Experiences in Teaching: Perceiving the Fullness of Life**

Early in the undergraduate teacher education program, each candidate for elementary or secondary school teaching licensure enrolls in this course for a two-week full-time field experience in the elementary or secondary school classroom. Students observe the teacher and participate in teaching as appropriate. The student writes a final report relating classroom experience to developing the full potential of K–12 students. (2 credits — may be repeated) *Prerequisite:* STC 108/109

**ED 409 Reading and Adolescent Literature: Pure Wakefulness as the Ground for Literary Appreciation**

This course addresses both the nature of the reading process and the range of literature appropriate for secondary level students (grades 7–12). Topics include a review of literacy goals for secondary education, models of reading comprehension, strategies for teaching reading skills, assessment of reading ability, types of adolescent literature, and recommended reading for different ages and interests. (2 credits) (Required for all students planning to teach secondary school English.) *Prerequisite:* STC 108/109

**ED 411 Maharishi Vedic Science and Technology in Education**

This course explores the fundamental ideas of Maharishi Vedic Science and Technology in Consciousness-Based education curricula. *Topics include* — the self-interacting dynamics of consciousness, Maharishi's *Apaurusheya Bhashya* of Rik Veda, the structure and major themes of the Vedic Literature, Maharishi Vedic Psychology<sup>SM</sup> and Physiology, and research on Consciousness-Based education programs. (4 credits) *Prerequisite:* STC 108/109

**ED 450 Human Relations in Education: Effective Communication on the Ground of Infinite Correlation**

This course considers the relationship between the individual and society, and between individual cultures in a pluralistic society. Students study major theories from social psychology, multiethnic and multicultural education, and interpersonal communication. (variable credits) *Prerequisite:* STC 108/109

**ED 480 Methods of Teaching in Secondary School: Creating Courses Which Connect Every Part of Knowledge to the Whole of Knowledge and the Whole to the Self**

This course builds on the general teaching methods course and requires that students investigate the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Students spend a good portion of their time observing and assisting in a secondary school classroom. They prepare and teach one or more lessons. Specific topics include national standards, scope and sequence in their subject, clinical interviews of students, main concepts of the discipline, and design of main points and Unified Field Charts. (6 credits) *Prerequisite:* STC 108/109

**ED 490 Student Teaching in Secondary School: Action and Achievement Lead to Fulfillment**

Through daily observing, course planning, teaching, and course evaluation, students come to assume the full responsibility of the full-time teacher. Critiques by supervising and cooperating teachers and by the student teacher, weekly seminars, regular observations, and written student analyses of their teaching promote comfortable and efficient growth toward effective teaching, educational evaluation, and school leadership. (variable credits — may be repeated) *Prerequisite:* consent of the department

**ED 491 Specialized Student Teaching — Elementary School**

This course develops effective teaching skills and curriculum planning for the student's specific subject matter. During this course, students gain daily experience in the classroom in their specific subject matter for at least two grade levels in the K–6 range. Students participate in a weekly seminar and observe, teach, and receive critiques by supervising and cooperating teachers. (variable credits — may be repeated) *Prerequisites:* completion of 4 credits in a specialized area of elementary school teaching methods and consent of the department

**ED 494 Student Teaching in the Elementary School: Established in Being, Perform Action That Leads to the Fulfillment of Student and Teacher**

This course develops effective teaching skills through daily observation, planning, teaching, and evaluation in the classroom. Course work includes weekly seminars,

regular observations, written and oral analyses of teaching, critiques by supervising and cooperating teachers and by the student teacher. (variable credits — may be repeated)

*Prerequisite:* consent of the department

### **ED 495 Creating a Digital Teaching Portfolio: Documenting the Growth of Self-Referral Performance in the Life of the Teacher**

This course provides students with the time and supervision necessary to prepare a portfolio of their work as a student teacher. (variable credits) *Prerequisite:* ED 490 or ED 494

### **ED 499 Directed Study**

(variable credits) *Prerequisite:* consent of the department and the Academic Standards Committee

## **Graduate Courses**

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### **ED 501 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain**

The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships. (2 credits)

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course. The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and three months of follow-up meetings and lectures.

### **ED 506 Research in Education: Truth Alone Triumphs**

This course focuses on the skills of locating and evaluating research in the field of education relevant to issues that arise during one's own teaching. Students take a question regarding best practice or classroom teaching and try to answer the question through a critical review of the research found in the professional databases available online. This course is offered in a distance format. (4 credits)

**ED 507 Overview of American Education: Understanding *Consciousness-Based Education as the Fulfillment of the American Educational System***

This course provides an introduction to the structure and functioning of American education today. Topics covered include the history of American education, national, state, and local influences on education, legal parameters of education, school finance, careers in education, and directions in educational reform. (2 credits)

**ED 510 Introduction to Consciousness-Based Education**

This course is the foundational course for all standard and intern programs of the Education Department. It examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by Maharishi Mahesh Yogi. As part of this introduction, it also covers the basic principles of the Science of Creative Intelligence and Maharishi's Principles of Ideal Teaching. Other topics include the history of education, the American system of education, educational goals, and problems and solutions in contemporary education. (4 credits)

**ED 511 Classroom Assessment and Evaluation: Planning for Achievement and Fulfillment**

This course is an introduction to the fundamentals of classroom assessment (testing) and evaluation (grading). Students learn how to use learning progressions to create rubrics for essay and performance assessment and test blueprints to create selected response and short answer assessments. (2-4 credits) *Prerequisite:* An elementary or secondary methods course.

**ED 513 Maharishi Vedic Science and Technology in Education**

The primary focus of this course is the emergence of Maharishi's Absolute Theory of Education from Maharishi Vedic Science and Technology. *Topics include* —the self-interacting dynamics of consciousness, Maharishi's *Apaurusheya Bhashya* of Rik Veda, the disciplines of Vedic Literature and their application to effective K–12 education, and research on Consciousness-Based education programs. (4 credits)

**ED 514 Professional Learning Communities: Using the Wholeness of Collective Consciousness to Solve Problems and Support Individuals**

During this course candidates are part of an online community as they explore teaching and learning issues evolving from their recent classroom experience. Topics include, among others, classroom management, differentiated instruction, project-based learning, technology integration, and assessment. This course is offered in a distance format. (4 credits)

**ED 515 Learning Strategies: Using One’s Total Brain in Learning**

This course focuses on the process of learning. It presents a range of learning strategies that are useful across academic curricula as well as non-academic learning experiences. Strategies explored include mapping, creating a learning context, reviewing, and relating all learning processes to oneself. Principles and practice of these strategies are related to other concepts in the teacher education program — schema, developmental psychology, etc. Students also practice teaching these strategies. (2 credits)

**ED 520 Understanding Learning and Development in Children: How Pure Intelligence Comes to Know Itself through the Child’s Developing Nervous System**

This course studies the implications of theories of human development and learning for education. The first part of the course looks at theories of both cognitive and affective development and deals with topics such as factors influencing development, endpoints of development, and the nature of intelligence. Students will study the work of Piaget, Vygotsky, Erikson, Kohlberg, Gardner, and Maharishi. The second part of the course focuses on both cognitive and behavioral views of learning. Topics include classical and operant conditioning, social learning, information processing, problem solving, creativity, and constructivism. (4 credits)

**ED 526 Teaching Diverse Learners: Promoting Total Brain Functioning in Every Child by Honoring the Diversity That Blossoms within the Unity of Creation**

This course investigates the various learning characteristics of gifted and handicapped students and the strategies and practices elementary and secondary school teachers can use to develop the full range of learning abilities of individuals and groups. Topics include identifying the exceptional student, assuring due process, creating least restrictive environments, preparing the individual education plan (IEP), and evaluating. (variable credits) *Prerequisite:* ED 520

**ED 527 Enlightened Literature for Children: Identifying Life-Supporting Literature to Prepare Children for the Age of Enlightenment**

Students learn to evaluate children’s books and to develop a comprehensive reading program for the elementary school classroom. Topics include criteria of selection, story telling, reading warm-up and follow-up, motivating children to read, and designing a reading program. (2–4 credits)

**ED 548 The Science and Art of Teaching: Gaining Skill in Action from the Platform of Total Knowledge**

This course introduces students to two essential areas of study in classroom teaching, K–12: Maharishi’s Principles of Ideal Teaching, general principles of teaching from contemporary social science, and classroom observation skills. Students prepare and carry out lessons in mini-teaching and often in real classroom situations. (4 credits)

**ED 549 Mastering Classroom Management: Gaining Leadership in the Classroom through the Authority of the Total Potential of Natural Law**

Students learn the basic principles of leadership and classroom management from Maharishi's Principles of Ideal Teaching and the social science literature. They practice specific time-honored techniques and they practice developing the judgment of a leader through numerous case studies. *Topics include* —understanding student needs, motivation, building relationships in the classroom, dealing with minor disruptions and chronic misbehavior, and problem-solving with students (2 credits).

**ED 552 Fundamental Concepts of the Sciences in the Light of Maharishi Vedic Science**

Students in this course study the fundamental concepts of the sciences, starting with physics and ending in biology. From physics these concepts include force, matter, time, space, light, and the unified field; from chemistry these include chemical reaction, periodic table, chemical bonding, and the quantum mechanics of the atomic structure; from biology these include the structure of the DNA molecule, the properties of life, homeostasis, evolution, and energy flow in ecological systems. All concepts are understood in terms of unifying concepts from the Science of Creative Intelligence and Vedic Science, including the Constitution of the Universe, Veda in human physiology, and the identity of the Unified Field and Consciousness. In the context of these studies, students learn the professional standards of their discipline and prepare a presentation on the course they will teach as a professional.

**ED 554 Teaching Elementary Mathematics: Exploring the Structure of Pure Knowledge in Theory and in Practice**

This course introduces teaching methods for arithmetic, computation, and basic mathematical concepts. Topics include strategies for teaching mathematics in accordance with the stages of children's cognitive development and for teaching pre-number and number concepts, place value and numeration, whole numbers, addition, subtraction, multiplication, and division. (variable credits) *Prerequisites:* ED 548, ED 526

**ED 555 Advanced Study in Teaching Methods: Locating Total Knowledge in Everything One Teaches**

This course is designed for experienced elementary or secondary school teachers who wish to deepen their knowledge of the teaching methods of their discipline, as well as interdisciplinary teaching methods. Topics of instruction vary according to the student's subject-area expertise. (variable credits — may be repeated) *Prerequisite:* a teaching certificate or two years' teaching experience

**ED 556 Methods of Teaching in Secondary School: Creating Courses Which Connect Every Part of Knowledge to the Whole of Knowledge and the Whole to the Self**

This course builds on the general teaching methods course and requires that students investigate the theory behind teaching in their subject. They also study the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Students spend a good portion of their time observing and assisting in a secondary school classroom. They prepare and teach one or more lessons. Specific topics include national standards, scope and sequence in their subject, student knowledge of their subject, main concepts of the discipline, and design of main points and Unified Field Charts. (6 credits)  
*Prerequisite:* consent of the department

**ED 558 Teaching a Single Subject in the Elementary or Secondary School: Laying the Foundation for Enlightened Leadership**

This course introduces the process of curriculum development and the instructional methods appropriate for teaching a single subject in the elementary or secondary school. The course is co-taught by University and school faculty. Students are placed in a classroom where they spend approximately 25 hours over the course of the month. They assist in the classroom, observe methods of instruction, and plan a unit to be taught later during their student teaching. Topics include structure of the discipline, broad ideas of the discipline, national standards in one's field, instructional strategies special to one's field, curriculum design, principles of sound assessment, reading across the curriculum, data-based instructional decision making, and research on new trends or methods of instruction. (4 credits) *Prerequisite:* ED 332 The Science and Art of Teaching.

**ED 560 Teaching Elementary Science: Discovering the Self as the Basis of All Natural Phenomena**

This course provides the teacher with research-based strategies to develop a scientific approach and scientific problem-solving abilities in elementary school children. Topics include novice and expert science concepts, cognitive development, and science methods and materials in the elementary school. (variable credits) *Prerequisites:* ED 548, ED 526

**ED 564 Applications of Technology in the Secondary Classroom: Inner and Outer Technologies in Support of the Development of Students' Full Creative Potential**

This course in technology education introduces prospective secondary teachers to the various new technologies for math and science education, including videodisc, computer assisted instructional modules, computer programs for enhanced teacher efficiency, graphing calculators, and a variety of other computer programs for teaching mathematics and science. (4 credits)

**ED 568 Student Teaching in the Elementary School: Established in Being, Perform Action That Leads to the Fulfillment of Student and Teacher**

In this course, student teachers apply the knowledge they have gained during their course work to the elementary school classroom. Students observe, aid, tutor, and gradually assume the responsibility of a professional teacher. (variable credits — may be repeated)

*Prerequisite:* consent of the department

**ED 569 Student Teaching in Secondary School: Action and Achievement Lead to Fulfillment**

Through daily observing, course planning, teaching, and course evaluation, students come to assume the full responsibility of the full-time teacher. Critiques by supervising and cooperating teachers and by the student teacher, weekly seminars, regular observations, and written student analyses of their teaching promote comfortable and efficient growth toward effective teaching, educational evaluation, and school leadership.

(variable credits — may be repeated) *Prerequisite:* consent of the department

**ED 570 Advanced Seminar in Educational Issues: Through the Window of Science Is Seen the Dawn of the Age of Enlightenment**

During this seminar students gather information and data in order to answer a research question on a basic educational issue. The research question is formulated earlier in their course work. The seminar culminates in the writing of a research paper and the oral presentation of the findings and recommendations to other students, faculty in the Department of Education, and other appropriate faculty. (8 credits) *Prerequisite:* consent of the department

**ED 571 Methods of Teaching Elementary Reading and Language Arts: Understanding and Experiencing How the Language Arts Develop Self-Referral in Teacher and Student**

This course trains students to evaluate the theory and practice of reading and language arts education in the light of contemporary research. Course topics include all topics of ED 485 with an additional emphasis on the findings of CIERA, the National Research Council, and the National Reading Panel. (variable credits) *Prerequisites:* ED 548, ED 526

**ED 573 Teaching Elementary Social Studies: Creating Ideal Citizens of the Age of Enlightenment through Classroom Experiences That Inspire and Enlighten**

This course presents an introduction to social studies, including methods and materials. Topics include designing units and lessons, aligning curriculum with national standards and the Iowa Core Curriculum, project-based learning, and assessment. (4 credits)

### **ED 574 Teaching Elementary Art: Expressing the Joy of Pure Consciousness**

In this course, students become familiar with the theory, basic concepts, and techniques used to teach elementary school art. Topics include teaching methods and curriculum for art. Materials fee is \$15. (variable credits)

### **ED 575 Teaching Elementary Music: Enjoying the Flow of Wakefulness**

This course presents an introduction to elementary school music methods and materials. Topics include teaching behaviors and strategies for music education, use of contemporary technology in teaching music, evaluation in music education, and adapting music education for students with special needs (the handicapped and the gifted). (1 credit)

### **ED 576 Methods of Teaching Elementary Physical Education: Understanding the Mechanics of Self-Referral in the Classic Triad of Mind, Body, Spirit**

This course introduces teaching methods for elementary physical education. Topics include strategies for teaching physical education in accordance with the stages of children's motor development, classroom management, lesson planning, and holistic health and fitness. (1 credit)

### **ED 580 Foundations of Professional Success: Established in Being, Teach**

This course is a capstone course for the Intern Teaching Program which requires teacher interns to reflect on their first year of teaching, make strategic improvements and prepare for their second year of teaching. Candidates learn the skills of website design and create two websites for courses they will be teaching in the next academic year. These websites include syllabi, classroom guidelines, evaluation plans, and resources for their planned courses. This course is offered in a distance format.

### **ED 582 Action Research for the New Teacher: Understanding and Experience Yield Knowledge**

The purpose of this course is to draw students into their professional communities and the literature on teaching in their subject field. Using readings in their teaching field and interaction with peers, students engage in repeated cycles of application and reflection to improve their teaching. *Topics include* —action research to improve teaching; professional associations in the teaching field; Natural Law-based teaching strategies; and curriculum development. (4 credits)

### **ED 590 Capstone Course in *Consciousness-Based* Education: Structuring the Steps toward Enlightenment for Teacher and Student**

After one or more years teaching in the field, students return to campus for a one-month review of the principles of *Consciousness-Based* education and a look ahead to the development of higher states of consciousness through teaching. The course integrates

lectures by Maharishi with advanced principles of teaching and curriculum development preparing for a lifelong career of enjoyment and fulfillment. The course includes a one-week residence course in the first week in order to fully rejuvenate and inspire the professional teacher. (4 credits)

**ED594 Intern Teaching Seminar: Promoting Balance of Life in the Midst of Dynamic Activity**

This course is offered concurrently with the intern's first year of professional teaching. As candidates encounter challenges in their classrooms, they participate in regular conference phone discussions and online mentoring to address these challenges. They meet regularly with school mentors and visiting supervisors from the University, and they keep an ongoing journal which documents their discoveries and adjustments. This course is offered in a distance format. (4 credits)

**ED 595 Creating a Digital Teaching Portfolio: Documenting the Growth of an Ideal Educator through Reflection on the Three-Fold Nature of Teaching and Learning**

This course provides students with the time and supervision necessary to prepare a portfolio of the work they completed while in student teaching. Students learn the basics of hypermedia design (Web design) and create a showcase portfolio presenting their work to potential employers and to the University faculty. The portfolio is then evaluated by a panel of faculty in partial fulfillment of the requirements for a Master of Arts in Teaching. (2–4 credits)

**ED 596 Practicum in Teaching**

This course is an application of the knowledge of teaching gained during the Master of Arts in Teaching program in a full time position with a cooperating school. Students submit regular reports of their progress, as does the cooperating school. The course and the reports are oriented toward the achievement of the Iowa Professional Teaching Standards. (2-10 weeks, 2-10 credits)

**ED 598 Curricular Practical Training in Mathematics or Science Teaching: Teaching as the Vehicle of Growth toward Enlightenment**

Students enroll for this course during their two years of paid curricular practical training in the Master of Arts in Education program. They file regular reports of their progress, participate in an online problem-solving Listserv; and they participate fully in the school's ongoing faculty development. (4.5 credits per semester, repeatable for credit).

**ED 599 Directed Study**

(variable credits) *Prerequisite:* consent of the department faculty

**ED 601 Teaching Elementary School Art — Specialist Training**

This course presents an introduction to the elementary school teaching methods and materials for the subject matter specialist in art. It provides opportunities for designing and teaching elementary school units in this field. Topics include unit design, teaching strategies special to elementary art, and assessment in art. (4 credits)

**ED 647 Using Technology for Learning**

More and more schools are investing in technology with the hope of improving student learning. This course investigates the most promising classroom uses of technology and the strategies for applying it effectively. The course is primarily for practicing teachers and helps them better achieve their objectives with the wise use of computer-assisted instruction, Internet projects, productivity tools for teachers, and student multimedia assignments.