

---

## DIVISION OF EDUCATION

Jane Schafer, *Chair*  
Director, Teacher Education Program

---

The Division of Education ensures that its graduates have a broad general education, a firm grounding in professional education, and a strong competency in the student's area of specialization. The motto of the Teacher Education Program is *Preparing future teachers to become reflective decision-makers and to use knowledge for service*. Based on the reflective teaching model, the program embraces teaching as a complex task that requires the capacity to reflect on and revise decisions on the basis of one's observations and insights. Teachers must have a comprehensive understanding of teaching and learning, subject matter, and learners, as well as the interrelationship of these components in the educational process.

**Master of Science in Education Degree:** Literacy Track; Teaching and Learning Track

**Bachelor of Science in Education Degree:** *Majors*—Early Childhood Education (Birth-Grade 3); Elementary Education (1-6); and Secondary Education (All majors have been approved by the Missouri State Board of Education and the Missouri Department of Elementary and Secondary Education—DESE.)

**Secondary Education Certification Areas:** Art (K-12); Biology (9-12); Business Education (9-12); English (9-12); Mathematics (9-12); Music (K-12) with concentrations in vocal/choral music and in instrumental music with *vocal/choral* and *instrumental endorsements* as options; Physical Education (K-12); Social Studies (9-12); Unified Science (9-12) with *biology endorsement*

**Endorsements:** *Middle School Endorsement* (may be added to elementary and secondary certificates); *Early Childhood Special Education Endorsement* (may be added to early childhood); *Elementary Education Endorsement* (may be added to early childhood certificate)

## BSE PROGRAM

### BACHELOR OF SCIENCE IN EDUCATION

Admission to Hannibal-LaGrange University does not guarantee admission to the Teacher Education Program (see *Admission to Majors and Professional Programs* in the **Admissions** section).

Students seeking admission to the Teacher Education Program (preeducation majors) and education majors are advised to print a copy of the HLGU Teacher Education Program (TEP) Handbook from the university Website. The handbook provides specific information regarding program philosophy, required coursework, scheduling, departmental procedures, and admission and exit requirements.

The Bachelor of Science in Education degree is awarded to students who have met all admission and exit requirements for the Teacher Education Program and have fulfilled the State of Missouri history requirement and all requirements for the BSE degree plan. In compliance with Missouri Department of Elementary and Secondary Education (DESE) policy, the Teacher Education Program does not accept any coursework in general education, professional education, or in areas of specialization completed through prior learning experience programs. Eligibility for current certification is a requirement for graduation.

Upon receiving the BSE degree from Hannibal-LaGrange University, and upon the recommendation of the Teacher Education Committee, the graduate may apply for an Initial Professional Certificate (IPC) with the Missouri Department of Elementary and Secondary Education (DESE). (**CAUTION:** Students must comply with DESE certification requirements in effect at the time of program entrance/completion, not necessarily with the requirements as printed in the catalog at the time of initial university enrollment. Students must work closely with their Teacher Education Program advisor to ensure that all university and state requirements have been met prior to their application for teacher certification.)

As required by the Title II amendment to the Higher Education Act, Hannibal-LaGrange University reports on the number and percentage of students who pass the examination required for certification in the state of Missouri. For the report year 2009-2010, the pass rate for HLGU students on the Praxis II test (published by the Educational Testing Service) was 94 percent, based on 69 students who completed all program requirements and took the test during the year. Approximately 184 students majored in teacher education that year.

## Requirements for Admission

- 1) Upon successful completion of 45 hours of credit, students should submit the following to the HLGU Director of Teacher Education:
  - a) The HLGU Teacher Education Program application form.
  - b) A typed autobiographical sketch.
  - c) Documented passage of all portions of CBASE under current time regulation in a maximum of three attempts.
  - d) A recent photograph for identification purposes only (the photo will not be used in the evaluation process for admission).
  - e) A letter to the Teacher Education Committee requesting an interview and stating personal intention to enter the teaching profession.
  - f) Favorable recommendation from faculty member outside Teacher Education.
  - g) Favorable recommendation from freshman or sophomore field-experience cooperating teacher.
  - h) Current transcript with verification from the Registrar of the following:
    - A CGPA of 2.50 on a 4.0 scale (includes all transfer credit).
    - A CGPA of 2.75 on a 4.0 scale in all "Professional Education Requirements" and "Subject Area Certification Requirements" (some of which may overlap with general education courses).

The Teacher Education Program accepts no grades lower than C in any course required for certification. The Teacher Education Committee may request the applicant to provide a list of references to establish work records, aptitude, etc.
  - i) Successful completion of EDU 203 (Fundamentals of Teaching).
  - j) Criminal background check.

**Students must complete step 1 prior to enrolling in 300-level or 400-level professional education courses. See *Course Offerings* for descriptions.**

- 2) After filing this information, students will be scheduled for a formal interview with the Teacher Education Committee. Upon committee recommendation, students will be denied admission, granted probationary admission with suggested corrective measures, or be granted tentative admission and allowed to continue in the program, provided they maintain the following:
  - a) Minimum academic status required for admission.
  - b) Campus/community citizenship that reflects moral character and sincere interest in teaching.
- 3) Students may be requested to appear personally before the Teacher Education Committee during the tentative admission period for any reason the committee deems necessary to reevaluate tentative admission status.

**NOTE:** Background checks will be required for field and student-teaching experiences and again for certification in the state of Missouri. Students pay all fees incurred. Applicants who have been convicted of a felony must identify themselves on the HLGU application form and provide the appropriate documents to the Teacher Education Committee. Applicants who fail to disclose a personal felony conviction will be removed from the education program.

## Requirements for Exit/Program Completion

Upon receiving the following, the Teacher Education Committee will grant students full admission status and, later, will recommend them for graduation:

- 1) Recommendation from student-teaching supervisory and cooperating teachers.
- 2) Verification of coursework completion and CGPA requirements.
- 3) Verification that all HLGU admission and, later, graduation requirements have been completed.

Upon receiving the following, students will also be recommended for certification:

- 1) Verification of successful passage of the appropriate Praxis II test.
- 2) A completed certificate application form, returned to the HLGU certification officer.

## Missouri State History Requirement

Missouri State Statute 170.11 requires that all students graduating from any institution of learning in Missouri be knowledgeable about American history, the Constitution of the United States, and the Constitution of the State of Missouri. Hannibal-LaGrange University offers courses that help meet this

requirement: HST 213, 223; PLS 113. **NOTE:** PLS 131 is required for non-Missouri high school graduates. For detailed information, consult with the faculty advisor.

### Requirements for Degree Plan in BSE

- 1) Complete the Admission and Exit Requirements listed above.
- 2) Complete the Graduation Requirements (see **Academic Policies**).
- 3) Complete the General Education Requirements that are listed under their respective major with the required 2.50 CGPA and a grade of C or better.
- 4) Complete the Professional Education Requirements and the Subject Area Certification Requirements for the chosen major with the required 2.75 CGPA and a grade of C or better in each course.

### Required Courses for Majors in Early Childhood Education and in Elementary Education

The required courses for both early childhood and elementary education majors fall into two categories: General Education Requirements and Professional Education Requirements. The following General Education Requirements meet or exceed general education minimums as required by the Missouri Department of Elementary and Secondary Education (DESE).

#### General Education Requirements: 40-41 hours

<u>Courses</u>	<u>Hours</u>	<u>Courses</u>	<u>Hours</u>
Freshman Seminar <sup>1</sup>	0-1	Biological Science <sup>4</sup>	4
Fine Arts <sup>2</sup>	3	Physical Science <sup>5</sup>	4
Literature	3	Mathematics <sup>6</sup>	3
English Composition	6	Bible	3
Intro to Speech Communication	3	General Psychology	3
U.S. History and/or Government <sup>3</sup>	6	First Aid & CPR	2

#### NOTES:

<sup>1</sup>**Freshman Seminar:** Required of all incoming full-time freshmen and transfer students with less than 24 hours.

<sup>2</sup>**Fine Arts:** Requirement includes two areas: art and music. ART 111, 112, 280, and 340 will not satisfy the art requirement. Applied music will not satisfy the music requirement.

<sup>3</sup>**History and/or Government:** Students must take two of the following: HST 213, 223; PLS 113.

<sup>4</sup>**Biological Science:** Must be with lab.

<sup>5</sup>**Physical or Earth Science:** PHS 103 (Survey of Physical Science for PreK-6 Educators) is recommended.

<sup>6</sup>**Mathematics:** MTH 143 (College Algebra) or higher level, excluding MTH 163 (Structure of the Real Number System). A mathematics placement exam is required for all who do not have College Algebra credit.

### Early Childhood Education Major (Birth-Grade 3): 78½-79 hours

#### Professional Education Requirements:

**NOTE:** Students MAY NOT enroll for 300-level or 400-level courses in this section until they have fulfilled all program admission requirements and submitted all paperwork for admission to the Teacher Education Program.

EDU 103	Intro to Education†	ECE 382	Screening, Diagnosing, & Prescribing Instruction
EDU 203	Fundamentals of Teaching*	ECE 400	Senior Field Experience**
EDU 202	Child Growth & Development	ECE 479	Early Childhood Education Professional Semester
EDU 223	Educational Psychology	EED 253	Literature for Children
EDU 313	Psychology & Education of the Exceptional Child	EED 301	Teaching Mathematics in Elem School
EDU 403	Classroom Management	EED 302	Teaching Science in Elementary School
ECE 100	Freshman Field Experience†	EED 311	Teaching Lang Arts in Elem School
ECE 201	Infant/Toddler Practicum	EED 312	Teaching Social Studies in Elem School
ECE 243	Organization & Administration of Early Childhood Programs	EED 323	Teaching Art in Elementary School
ECE 312	Lang Acquisition & Development	EED 333	Teaching Reading in Elementary School
ECE 321	PreK/Kindergarten Practicum	EED 353	Teaching Health & Physical Education in Elementary School
ECE 352	Curriculum Methods & Materials in ECE	EED 382	Music for Children
ECE 362	Utilizing Fam & Community Resources	EED 423	Reading Diagnosis & Correction
		EED 453	Literacy Practicum

\*Required prior to admission to the Teacher Education Program.

\*\*Fulfilled by EED 453 (Literacy Practicum) for students enrolled at HLGU's Hannibal campus.

†EDU 103 and ECE 100 must be taken concurrently.

**Electives: 4-6 hours**

**EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT:** Early childhood education majors seeking an endorsement in **early childhood special education** may do so by taking the following 15 additional hours as online courses: ECS 203 (Special Education Process); ECS 313 (Implementing and Evaluating Interventions); ECS 323 (Communication Disorders); ECS 413 (Environmental and Personal Strategies for Self-Management); ECS 423 (Current Trends in Early Childhood Special Education)

**ELEMENTARY EDUCATION ENDORSEMENT:** Early childhood education majors seeking an endorsement in **elementary education** may do so by taking the following 9 additional hours: ECO 213 (Macroeconomics), GEO 103 (World Geography), and MTH 163 (Structure of the Real Number System).

### Elementary Education Major (1-6): 73 hours

**Professional Education Requirements:**

**NOTE:** Students MAY NOT enroll for 300-level or 400-level courses in this section until they have fulfilled all program admission requirements and submitted all paperwork for admission to the Teacher Education Program.

ECO 213	Macroeconomics	EED 311	Teaching Language Arts in Elem School
EDU 103	Intro to Education†	EED 312	Teaching Social Studies in Elem School
EDU 203	Fundamentals of Teaching*	EED 323	Teaching Art in Elementary School
EDU 202	Child Growth & Development	EED 333	Teaching Reading in Elem School
EDU 223	Educational Psychology	EED 353	Teaching Health & Physical Education in Elementary School
EDU 313	Psychology & Education of the Exceptional Child	EED 382	Music for Children
EDU 403	Classroom Management	EED 400	Senior Field Experience
EED 100	Freshman Field Experience†	EED 423	Reading Diagnosis & Correction
EED 200	Sophomore Field Experience	EED 453	Literacy Practicum**
EED 253	Literature for Children	EED 479	Elementary Education Professional Semester
EED 300	Junior Field Experience	GEO 103	World Geography
EED 301	Teaching Mathematics in Elementary School	MTH 163	Structure of the Real Number System***
EED 302	Teaching Science in Elem School		

\*Required prior to admission to the Teacher Education Program.

\*\*If this course is unavailable, the following may be taken to meet the requirement: EED 300, 400, 452.

\*\*\*Since the competencies for this course are met in the 21-hour concentration in mathematics, students seeking a dual certification which includes that concentration, or early childhood and elementary education majors seeking a 21-hour concentration in mathematics, are not required to take MTH 163.

†EDU 103 and EED 100 must be taken concurrently.

**Controlled Electives: 10-11 hours** (to complete the 21-semester-hour concentration)

**NOTE:** The elementary education major must have a 21-semester-hour subject area concentration in language arts or mathematics or social studies or science (see academic advisor for course lists). Courses completed as General Education Requirements may be applied toward the 21-hour total. Students should carefully select remaining elective hours to complete their 21-semester-hour concentration.

**MIDDLE SCHOOL ENDORSEMENT:** Elementary education majors seeking the **middle school endorsement**, in addition to the chosen subject area concentration (see website or advisor for specific subject area requirements), may do so by taking the following 10 additional hours: EDU 323 (Middle School Curriculum and Instruction), EDU 332 (Middle School Philosophy and Organization), EDU 423 (Trends and Issues in Middle School Literacy), PSY 243 (Adolescent Psychology).

## Required Courses for Major in Secondary Education

The following General Education Requirements meet or exceed general education minimums, as required by the Missouri Department of Elementary and Secondary Education (DESE).

### General Education Requirements: 42-43 hours

<u>Courses</u>	<u>Hours</u>	<u>Courses</u>	<u>Hours</u>
Freshman Seminar <sup>1</sup>	0-1	General Psychology	3
Fine Arts <sup>2</sup>	3	Biological Science <sup>5</sup>	4
Literature <sup>3</sup>	6	Physical Science <sup>6</sup>	3
English Composition	6	Mathematics <sup>7</sup>	3
Intro to Speech Communication	3	Bible	3
U.S. History <b>and/or</b> Government <sup>4</sup>	6	Physical Education <sup>8</sup>	2

#### NOTES:

<sup>1</sup>**Freshman Seminar:** Required of all incoming full-time freshmen and transfer students with less than 24 hours.

<sup>2</sup>**Fine Arts:** Requirement includes three areas: art, music, and theatre. For students seeking certification in art or music, the fine arts requirement is fulfilled by courses in their subject area certification requirements. ART 111, 112, 280, and 340 **will not** satisfy the art requirement. THR 100, 103, 110 will satisfy the theatre requirement. Applied music **will not** satisfy the music requirement.

<sup>3</sup>**Literature:** For students seeking certification in music (*only those students choosing to add an endorsement to their concentration*) or unified science, the literature requirement is 3 hours.

<sup>4</sup>**History and/or Government:** Students must take two of the following: HST 213, 223; PLS 113. Social Studies majors must take all three.

<sup>5</sup>**Biological Science:** Must be biology or botany with lab. Students seeking certification in physical education must take BIO 105 (General Biology).

<sup>6</sup>**Physical or Earth Science:** Must be a course chosen from one of the following course offering areas: chemistry, physics, or physical science.

<sup>7</sup>**Mathematics:** MTH 143 (College Algebra) or higher level, excluding MTH 163 (Structure of the Real Number System). A mathematics placement exam is required for all who do not have College Algebra credit.

<sup>8</sup>**Physical Education:** Students may select from the following acceptable activity courses: *one-hour* courses at the PHE 100-level, any varsity or junior varsity sport, and PHE 219 (Lifeguarding) **or** PHE 212 (First Aid and CPR). (REC courses do not fulfill this requirement.) Students seeking certification in physical education fulfill this requirement under Subject Area Certification Requirements.

### Professional Education Requirements: 37 hours

**NOTE:** Students MAY NOT enroll for 300-level or 400-level courses in this section until they have fulfilled all program admission requirements and submitted all paperwork for admission to the Teacher Education Program.

EDU 103	Intro to Education†	SED 301	Content Area Field Experience***
EDU 203	Fundamentals of Teaching*	SED 400	Senior Field Experience
EDU 223	Educational Psychology	SED 323	Teaching in the Secondary School
EDU 313	Psychology & Education of the Exceptional Child	SED 332	Reading & Writing in the Content Areas
PSY 243	Adolescent Psychology** <b>or</b>	SED 3__	Teaching [ <i>Art, Business Education, English, Mathematics, Music, Physical Education, Science, <b>or</b> Social Studies</i> ] in Secondary School
PSY 333	Developmental Psychology**	SED 479	Secondary Education Professional Semester
SED 100	Freshman Field Experience†		
SED 200	Sophomore Field Experience		
SED 300	Junior Field Experience***		

\*Required prior to admission to the Teacher Education Program for all secondary education majors.

\*\*To complete their Professional Education Requirements, education majors who are seeking K-12 certification (art, music, physical education) are required to take PSY 333. Other secondary education majors are required to take PSY 243.

\*\*\*Co-requisite with SED 3\_\_ Teaching [*Art, Business Education, English, Mathematics, Music, Physical Education, Science, Studies*] in Secondary School; Art, music, and physical education majors are required to take SED 300 and SED 400. All other secondary education majors are required to take SED 301.

†EDU 103 and SED 100 must be taken concurrently.

### Subject Area Certification Requirements:

Each secondary education content-area specialization is designed to meet and/or exceed Missouri's minimum total hour requirement. Students seeking the BSE with a major in

secondary education must contact the Hannibal-LaGrange University's Director of Teacher Education or the Teacher Education contact person within each of the approved areas for the *specific courses* needed in each specialization category. Transfer students will follow the same procedure to determine required HLGU coursework.

NOTE: Some Subject Area Certification Requirements may be fulfilled by General Education Requirements.

#### ART (K-12): 45 hours

Hours		Hours	
1	Art Orientation	12	Two-Dimensional Art
6	Design/Composition	9	Three-Dimensional Art
6	History, Theory, Criticism in the Visual Arts	3	Teaching Art in Elementary School
		8	Electives

#### BIOLOGY EDUCATION (9-12): 49-54 hours

Hours		Hours	
3	Cell Biology	2-4	Research
4	General Botany	10	Chemistry
4	General Zoology	4	General Physics
4	Human Anatomy & Physiology	3	Earth Science I or II
4	General Genetics	3	General Ecology
4	Microbiology	3	History/Philosophy of Science
1-4	Advanced Topics		

#### BUSINESS EDUCATION (9-12): 45-46 hours\*

Hours		Hours	
6	Accounting	3	Economics
3	Business Communications	3	Management
3	Business Law	3	Marketing
9	Computer/Emerging Technology	12-13	Electives
3	Vocational Education		

\*One year or 2000 hours of approved occupational experience required.

#### ENGLISH (9-12): 45 hours

Hours		Hours	
6	American Literature	6	Study of the English Language
12	Composition/Rhetoric	3	Young Adult Literature
9	English/World Literature	9	Electives

#### MATHEMATICS (9-12): 44 hours

Hours		Hours	
3	Abstract Algebra	3	History of Mathematics
15	Calculus/Analytic Geometry	3	Linear Algebra
3	Computer Information Systems	3	Probability/Statistics
3	Differential Equations	1	Seminar in Mathematics I
3	Discrete Mathematics	1	Seminar in Mathematics II
3	Geometry	3	Technology in Mathematics

#### MUSIC (K-12):

##### *Vocal/Choral Concentration: 53½ hours*

Hours		Hours	
½	Music Orientation	2	History of Music I
0	Recital Attendance*	2	History of Music II
1	Percussion Methods & Literature	3	Music for Elementary Grades
2	Choral & Instrumental Literature	2	Choral Techniques
2	Basic Conducting	2	Choral Arranging
2	Advanced Choral Conducting	1	Senior Recital Preparation
0	Teaching Music in Secondary School**	2	Applied Piano & Proficiency
6	Applied Music in major	6	Choral Ensemble
3	Introduction to Music Technology	1	Begin or Adv Guitar Class
16	Theory, Sightsinging, & Dictation		

\*Recital Attendance is required every semester and will be monitored through applied lessons..

\*\*This course requirement is met through SED 324, a professional education requirement.

#### INSTRUMENTAL ENDORSEMENT

If desiring to add this endorsement, then in addition to the above 57½ hours required for Concentration in Vocal/Choral Music, students must take the following 13 hours:

Hours		Hours	
2	Advanced Instrumental Conducting	2	Instrumental Arranging
2	Applied Instrument	1	String Methods & Literature
2	Brass Methods & Literature	2	Woodwind Methods & Literature
2	Concert Band		

**Instrumental Concentration: 56½ hours**

Hours		Hours	
½	Music Orientation	2	Basic Conducting
0	Recital Attendance*	2	Choral & Instrumental Literature
1	Percussion Methods & Literature	2	Advanced Instrumental Conducting
2	Brass Methods & Literature	2	History of Music I
2	Woodwind Methods & Literature	2	History of Music II
1	Beg or Adv Guitar Class	3	Music for Elementary Grades
1	String Methods & Literature	2	Instrumental Arranging
0	Teaching Music in Secondary School**	1	Senior Recital Preparation
6	Applied Music in major	2	Applied Piano & Proficiency
3	Introduction to Music Technology	16	Theory, Sightsinging, & Dictation
6	Instrumental Ensemble		

\*Recital Attendance is required every semester and will be monitored through applied lessons..

\*\*This course requirement is met through SED 324, a professional education requirement.

**VOCAL/CHORAL ENDORSEMENT**

If desiring to add this endorsement, then in addition to the above 60½ hours required for Concentration in Instrumental Music, students must take the following 12-14 hours:

Hours		Hours	
2	Advanced Choral Conducting	2	Choral Arranging
4	Applied Voice	2	Choral Techniques
2	Choral Ensemble	2	Choral & Instrumental Literature*

\*For traditional students, this course requirement (MUL 282) is met under the Major Course Requirements for Concentration in Instrumental Music. Students seeking recertification will need to take this endorsement course.

**PHYSICAL EDUCATION (K-12): 46 hours**

Hours		Hours	
2	Adapted Physical Education	6	Methods in Phys Ed & Health
2	Exercise Physiology	2	Motor Development & Learning
2	First Aid & CPR	2	Movement & Rhythms
4	Health-Related Fitness & Wellness	2	Psychological Aspects of Phys Ed
4	Human Anatomy & Physiology I	2	Sociological Aspects of Phys Ed
2	Intro to Health, Phys Ed, Athletics, & Recreation	1	Sports Injuries
3	Kinesiology	2	Tests & Measurements in Phys Ed
7	Lifetime Activities & Dance	3	Electives in Physical Education

**SOCIAL STUDIES (9-12): 47 hours**

Hours		Hours	
12	American History	3	Geography
6	Behavioral Science (Anthropology, <i>Criminology, Psychology,</i> <i>Sociology, etc.)</i>	6	Political Science
3	Economics	12	World History
		5	Electives in U.S. or non-U.S. History

**UNIFIED SCIENCE (9-12): 62 hours (includes the 21-hour required biology endorsement)**

Hours		Hours	
10	Chemistry	4	General Botany
8	Earth Science I & II	8	General Physics I & II
4	Fundamentals of Environmental Ecology	4	General Zoology
		3	History & Philosophy of Science

**BIOLOGY ENDORSEMENT: 21 Hours**

Hours		Hours	
3	Field Biology	4	Human Anatomy & Physiology I
3	General Ecology	4	Microbiology
4	General Genetics	3	Principles of Cell Biology

**MIDDLE SCHOOL ENDORSEMENT:** Secondary education students seeking the **middle school endorsement**, in addition to the chosen subject area concentration listed above, may do so by taking the following 10 additional hours: EDU 323 (Middle School Curriculum and Instruction), EDU 332 (Middle School Philosophy and Organization), EDU 423 (Trends and Issues in Middle School Literacy), PSY 243 (Adolescent Psychology).

## *Course Offerings*

### EDUCATION

- EDU 103 Introduction to Education** **3 hours**  
 Orients students to teaching and the teaching profession: presents various philosophies, problems, and trends in modern education; the teacher's relationship to the community and to professional organizations; ethics of the profession and the teacher's need for in-service growth in teaching skills; and legal and sociological foundations. Includes a brief overview of the historical and philosophical forces that influence modern education. Must be taken concurrently with Freshman Field Experience. Offered every semester.
- EDU 202 Child Growth and Development** **3 hours**  
 Focuses on physical, emotional, social, and mental growth of early childhood, from birth to 12 years. Prerequisite: PSY 113 or consent of instructor. Offered fall semester.
- EDU 203 Fundamentals of Teaching** **3 hours**  
 Introduces instructional planning, formal and informal assessment, knowledge and performance standards, grade-level frameworks and expectations, and utilization of technology in the classroom. Required prior to admission to the Teacher Education Program.
- EDU 223 Educational Psychology** (same as PSY 223) **3 hours**  
 Presents scientific psychological principles that are foundational in education. Emphasizes the relevant phases of learning motivation, growth, and development of personality, personalized teaching strategies, and the evaluation of achievement. Prerequisites: PSY 113 and sophomore standing, or consent of instructor.
- EDU 313 Psychology and Education of the Exceptional Child** (same as PSY 313) **3 hours**  
 Studies the physical, social, mental, and emotional characteristics of the exceptional child, from birth through high school. Includes an overview of assessment measures. Requires classroom observation hours. Prerequisites: PSY 113, and PSY 223 or 333, or consent of instructor. Offered fall and spring semesters.
- EDU 323 Middle School Curriculum and Instruction** **2 hours**  
 Presents an overview of middle school curriculum and instructional strategies appropriate for the middle school student. Offered fall semester.
- EDU 332 Middle School Philosophy and Organization** **2 hours**  
 Focuses on the philosophical foundations that form the organizational structure of the middle school. Offered spring semester.
- EDU 333 Philosophy of Christian School Education** **3 hours**  
 Introduces students to the principles which form a solid foundation for a philosophy of Christian school education. Includes a brief overview of the history of the Christian school movement and introduces students to the characteristics of a quality Christian teacher. Prerequisite: Junior standing or consent of instructor. Offered upon sufficient demand.
- EDU 353 Instructional Planning** **3 hours**  
 Introduces aspects of instructional planning: formal and informal assessment, lesson planning, state knowledge and performance standards, grade level frameworks/expectations, performance-based teacher evaluation, curriculum development and methods for enhancing classroom instructional strategies. Must be taken concurrently, or before, other 300-level courses.
- EDU 391-3 Advanced Topics** **1-3 hours**  
 Covers topics such as foundations of educational methods, middle school curriculum and instruction, or evaluation and measurement. May take the form of a traditional course or a research-based, individualized advanced study of current teaching methods and/or materials. Prerequisites: Admission to the Teacher Education Program and Field Experience; students must produce a documented, written proposal of the research/activity they plan to complete.
- EDU 403 Classroom Management** **3 hours**  
 Focuses on research-based guidance and discipline concepts for effectively managing student behaviors and solving discipline problems in early childhood and elementary settings. Offered spring semester.
- EDU 423 Trends and Issues in Middle School Literacy** **3 hours**  
 Addresses aspects of literacy specific to the developing middle school reader and writer. Offered fall semester.
- EDU 491-3 Advanced Topics** **1-3 hours**  
 For course description, see EDU 391-3. Prerequisites: EDU 391-3 and completion of five hours of methods courses.

**EARLY CHILDHOOD EDUCATION**

**ECE 100 Freshman Field Experience** **1/2 hour**  
Provides field experience (15 clock hours) in primary grades for students desiring ECE certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Approval of the education faculty. Must be taken concurrently with EDU 103.

**ECE 201 Infant/Toddler Practicum** **1 hour**  
Provides students with practical experience (30 clock hours) in working with infants/toddlers under qualified supervision. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisite: Approval of the education faculty.

**ECE 243 Organization and Administration of Early Childhood Programs** **3 hours**  
Examines the organization and management of a child-care facility, including licensing procedures, health, safety, and nutrition with emphasis on the roles and responsibilities of the director. Offered fall and spring semesters.

**NOTE: Admission to the Teacher Education Program is a prerequisite for taking 300-level and 400-level courses.**

**ECE 312 Language Acquisition and Development** **2 hours**  
Focuses on the various factors involved in children's acquisition and development of oral and written language. Prerequisite: EDU 202 or consent of instructor. Offered fall semester.

**ECE 321 PreK/Kindergarten Practicum** **1 hour**  
Provides students with practical experience (30 clock hours) in working in prekindergarten/kindergarten under qualified supervision. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisite: Approval of the education faculty.

**ECE 352 Curriculum Methods and Materials in ECE** **3 hours**  
Focuses on early childhood educational philosophies, and on the development and use of curriculum methods and materials for young children. Prerequisites: ECE 100, EDU 202, or consent of instructor. Offered fall semester.

**ECE 362 Utilizing Family and Community Resources** **3 hours**  
Examines family and community resources available to those working with young children, prenatal through grade 3. Prerequisite: EDU 202 or consent of instructor. Offered spring semester.

**ECE 382 Screening, Diagnosing, and Prescribing Instruction** **2 hours**  
Focuses on appropriate factors in screening, diagnosing, and prescribing instruction—with emphasis on authentic assessment—for children birth through grade 3, including children with special needs. Prerequisite: ECE 352 or consent of instructor. Offered fall semester.

**ECE 400 Senior Field Experience** **1/2 hour**  
Provides students with field experience (15 clock hours) in primary grades for students desiring ECE certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisite: Approval of the education faculty.

**ECE 479 Early Childhood Education Professional Semester** **12 hours**  
Provides for student teaching under supervision for 14 weeks for students seeking ECE certification. Placement with two age levels (Infants–Toddlers, PreK–Kindergarten, Primary 1–3), seven weeks for each level. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Admission to the Teacher Education Program, approval of the education faculty, and senior standing.

**EARLY CHILDHOOD SPECIAL EDUCATION**

**ECS 203 Special Education Process** **3 hours**  
Presents an overview of the historical and legal precedents for early intervention. Focuses on etiological factors for disability and increased risk status, knowledge of family systems, diversity and on service provision and discipline specific information regarding intervention. Addresses the typical and atypical development in each of the five developmental domains.

**ECS 313 Implementing and Evaluating Interventions** **3 hours**  
Addresses the intervention needs of infants, toddlers, and young children who have disabilities or who are at high risk for developing disabilities through designing, implementing and evaluating programs. Compares and contrasts models of intervention and accompanying research for specific educational needs, appropriate assistive technology, and strategies for supporting services personnel. Demonstrates the use of assessment results to plan and evaluate specific interventions and strategies for achieving results.

**ECS 323 Communication Disorders** **3 hours**  
Deals with language and subsequent literacy issues experienced by young children who are at-risk or have disabilities. Covers specific strategies to increase vocabulary and language and to use augmentative systems. Emphasizes the assessment of and the teaching of early literacy skills necessary for literacy development.

**ECS 413 Environmental and Personal Strategies for Self-management** **3 hours**  
Addresses both classroom and environmental management of behavior and individualized behavioral intervention. Emphasizes research-validated practices and the use of non aversive techniques. Covers strategies for individualized assessment and intervention incorporating the cognitive, motor, sensory, adaptive, and aesthetic domains. Requires a classroom observation component.

**ECS 423 Current Trends in Early Childhood Special Education** 3 hours  
Familiarizes students with the growing research base in early intervention and early childhood special education. Students will also learn how to incorporate research findings and use research techniques in their own teaching practice.

## ELEMENTARY EDUCATION

**EED 100 Freshman Field Experience** 1/2 hour  
Provides field experience (15 clock hours) in grades 1-6 for students desiring elementary certification. See TEP Handbook for enrollment deadlines. Professional fee. Must be taken concurrently with EDU 103.

**EED 200 Sophomore Field Experience** 1/2 hour  
Provides field experience (15 clock hours) in grades 1-6 for students desiring elementary certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Freshman Field Experience (or take it concurrently with EED 200) and at least sophomore standing.

**EED 253 Literature for Children** 3 hours  
Studies the selection, evaluation, and use of literature with children. Offered fall and spring semesters.

**NOTE: Admission to the Teacher Education Program is a prerequisite for taking 300-level and 400-level courses.**

**EED 300 Junior Field Experience** 1/2 hour  
Provides field experience (15 clock hours) in grades 1-6 for students desiring elementary certification. See TEP Handbook for enrollment deadlines. Prerequisites: Sophomore Field Experience and approval of the education faculty.

**EED 301 Teaching Mathematics in Elementary School** 3 hours  
Surveys materials and methods for teaching mathematics to early childhood and elementary school children. Includes classroom experiences with children. Prerequisites: EDU 223 and MTH 163.

**EED 302 Teaching Science in Elementary School** 3 hours  
Examines principles, methods, and materials needed to teach science to early childhood and elementary school children. Includes classroom experiences with children. Prerequisites: EDU 223 and PHS 103.

**EED 311 Teaching Language Arts in Elementary School** 3 hours  
Focuses on formulating teaching plans, methods of instruction, and evaluating student learning for early childhood and elementary school children in light of current language arts research. Includes classroom experiences with children. Prerequisite: EDU 223.

**EED 312 Teaching Social Studies in Elementary School** 3 hours  
Surveys materials and methods for teaching social studies to early childhood and elementary school children. Includes classroom experiences with children. Prerequisite: EDU 223.

**EED 323 Teaching Art in Elementary School** 3 hours  
Focuses on lecture and laboratory projects concerning the materials and methods for teaching art to early childhood and elementary school children. Emphasis on teaching art at a child's level of artistic growth.

**EED 333 Teaching Reading in Elementary School** 3 hours  
Examines methods and materials for reading instruction for emerging and developing readers with emphasis on the reading process, reading strategies, and assessing reading progress. Includes classroom experiences with children. Prerequisite: EDU 223.

**EED 353 Teaching Health and Physical Education in Elementary School** 3 hours  
Addresses the causes, transmission, and early symptoms of the diseases most prevalent in the public schools; focuses on the selection, organization, and direction of appropriate physical activities for early childhood and elementary children. Prerequisite: EDU 223. Offered spring semester.

**EED 354 Teaching Health and Physical Education in Middle Grades** 3 hours  
Addresses growth and developmental stage of the middle school learner. Discusses health issues of the middle school student. Focuses on the selection, organization, and direction of appropriate physical activities as related to the national standards. (*Required only of students seeking certification in Physical Education.*) Prerequisite: EDU 223. Offered spring semester.

**EED 382 Music for Children** 3 hours  
Presents principles, techniques, and materials for including music activities and experiences in early childhood and elementary classrooms. Includes classroom experiences with children. (*Not for music majors.*) Prerequisite: EDU 223.

**EED 400 Senior Field Experience** 1/2 hour  
Provides field experience (15 clock hours) in grades 1-6 for students desiring elementary certification. See TEP Handbook for enrollment deadlines. Prerequisites: Junior Field Experience, or taken concurrently, and approval of the education faculty.

**EED 423 Reading Diagnosis and Correction** 3 hours  
Presents principles and techniques for diagnosing and prescribing for instructional planning in the area of literacy at the early childhood and elementary levels. Includes classroom experiences with children. Prerequisite: EED 333.

**EED 452 Reading in the Content Areas** **2 hours**  
Presents principles and methods to facilitate reading and writing in all third- through sixth-grade content areas. Examines current research along with practical approaches for the elementary classroom. Prepares preservice teachers to assist students in various subject matter areas in literacy. Includes classroom experiences with children. Prerequisite: EDU 223 and EED 333.

**EED 453 Literacy Practicum** **3 hours**  
Provides in-depth experience with teaching and assessment of literacy (a minimum of 28 clock hours) in a primary or intermediate classroom setting supported by on-site faculty guidance and supervision. Professional fee. Prerequisite: EED 333.

**EED 479 Elementary Education Professional Semester** **12 hours**  
Provides opportunities for student teaching under supervision for 14 weeks in two levels (primary and intermediate grades) for seven weeks each for students seeking elementary education certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Admission to the Teacher Education Program, approval of the education faculty, and senior standing.

## SECONDARY EDUCATION

**SED 100 Freshman Field Experience** **1/2 hour**  
Provides field experience (15 clock hours) for students desiring secondary certification. See TEP Handbook for enrollment deadlines. Professional fee. Must be taken concurrently with EDU 103.

**SED 200 Sophomore Field Experience** **1/2 hour**  
Provides field experience (15 clock hours) for students desiring secondary certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Freshman Field Experience and at least sophomore standing.

**NOTE: Admission to the Teacher Education Program is a prerequisite for taking 300-level and 400-level courses.**

**SED 300 Junior Field Experience** **1/2 hour**  
Provides field experience (15 clock hours) for students desiring secondary art, music, or physical education certification. Must be taken concurrently with elementary methods course. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Sophomore Field Experience and approval of the education faculty.

**SED 301 Content Area Field Experience** **1 hour**  
Provides field experience (30 clock hours) for students desiring 9-12 certification. Must be taken concurrently with secondary methods course. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Junior Field Experience, or taken concurrently, and approval of the education faculty.

**SED 323 Teaching in the Secondary School** **3 hours**  
Presents techniques used for teaching in the secondary school with emphasis on classroom management and organization. Offered spring semester.

**SED 324 Teaching Music in Secondary School** (same as MUS 324) **3 hours**  
Studies the techniques and materials used in teaching music in the middle school and secondary grades. BSE majors take this course concurrently with one semester of Field Experience. Offered spring semester.

**SED 332 Reading and Writing in the Content Areas** **2 hours**  
Focuses on enabling the preservice teacher to facilitate reading and writing in content areas. Offered spring semester.

**SED 333 Teaching English in Secondary School** **3 hours**  
Acquaints preservice secondary English teachers with the instructional process, classroom management, interpersonal relationships, and professional responsibilities as applied to teaching English in secondary schools. Prerequisite: SED 323 or consent of instructor. Offered fall semester.

**SED 343 Teaching Art in Secondary School** (same as ART 343) **3 hours**  
Focuses on materials and instructional methods used as well as managerial, interpersonal, and professional responsibilities in teaching art in the secondary grades. Includes lectures and laboratory projects. Prerequisite: SED 323 or consent of instructor. Offered fall semester upon sufficient demand.

**SED 355 Teaching Physical Education in Secondary School** **3 hours**  
Focuses on methods, materials, and principles of instruction in activities normally taught in secondary physical education. Prerequisite: SED 323 or consent of instructor. Offered fall semester.

**SED 363 Teaching Business Education in Secondary School** **3 hours**  
Acquaints preservice secondary business education teachers with the application of instructional, managerial, interpersonal, and professional responsibilities in teaching business education in secondary schools. Prerequisite: SED 323 or consent of instructor. Offered fall semester.

**SED 366 Implementing Vocational Business Education Programs** **3 hours**  
Enables teachers to acquire the knowledge, skills, and abilities necessary for the implementation and administration of vocational business education programs. Prerequisites: SED 323 and SED 363.

**SED 373 Teaching Mathematics in Secondary School** **3 hours**  
Acquaints preservice secondary mathematics teachers with the application of instructional, managerial, interpersonal,

and professional responsibilities in teaching mathematics in secondary schools. Prerequisite: SED 323 or consent of instructor. Offered fall semester, odd years.

**SED 384 Teaching Science in Secondary School** (same as SCI 384) **3 hours**  
Acquaints preservice secondary science teachers with laboratory and teaching methods, materials, resources, safety, inquiry, and evaluation techniques for teaching science. Prerequisite: SED 323. Offered fall semester.

**SED 393 Teaching Social Studies in Secondary School** **3 hours**  
Acquaints secondary social studies teachers with the application of instructional, managerial, interpersonal, and professional responsibilities in teaching social studies in secondary schools. Prerequisite: SED 323 or consent of instructor. Offered fall semester.

**SED 400 Senior Field Experience** **1/2 hour**  
Provides field experience (15 clock hours) for students desiring secondary certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Junior Field Experience, or taken concurrently, and approval of the education faculty.

**SED 479 Secondary Education Professional Semester** **12 hours**  
Provides student teaching under supervision for 14 weeks for students seeking secondary education certification. See TEP Handbook for enrollment deadlines. Professional fee. Prerequisites: Admission to the Teacher Education Program, approval of the education faculty, and senior standing.

## MSE GRADUATE PROGRAM

### MASTER OF SCIENCE IN EDUCATION

The Hannibal-LaGrange University Master of Science in Education (MSE) degree is designed to provide a program of professional growth for elementary and secondary teachers holding current teacher certification. In agreement with the mission of Hannibal-LaGrange University and its Division of Education, the MSE degree program has been designed to provide an excellent graduate education in a distinctively Christian environment for the purpose of preparing reflective practitioners for both personal and career effectiveness.

### Program Goals

Integrating research from the National Board for Professional Teaching Standards, the goals for graduates include the ability to:

- utilize concepts, theories, and research, to enhance student learning
- effectively plan and implement classroom instruction and assessment
- expand the knowledge base of teaching and learning
- exemplify professionalism as lifelong learners

These goals will be met through ten program outcomes. Graduates will demonstrate accomplishment of program outcomes through required portfolio documents completed in each course. The completed portfolio will be evaluated as part of the program review and the graduate's exit interview.

### Requirements for Admission

- 1) Complete the HLGU Graduate Application form and include the nonrefundable \$25 Application Fee.
- 2) Prior to the end of their first semester of coursework, students seeking admission to the graduate program in education must submit the following:
  - Official transcripts, mailed directly from each regionally accredited college or university attended, showing completion of a baccalaureate degree in education with a minimum cumulative grade point average of 2.75 on a 4.0 scale.
  - Official transcripts, mailed directly from each regionally accredited college or university attended, showing any previous graduate coursework (no grade lower than B accepted).
  - Copy of current teaching certificate .

Following a review of all application materials, the Graduate Advisory Committee will send a written notification of program status to the applicant. Program status falls under three categories:

Admitted; Conditionally Admitted (the applicant is given a list of specific conditions with deadlines that must be met in order to receive Admitted status); and Not Admitted.

**NOTE:** Admission to Hannibal-LaGrange University does not guarantee admission to the MSE Program (see *Admission to Majors and Professional Programs* in the **Admissions** section).

## General Information

- The MSE program is available to those who hold early childhood, elementary, or secondary teacher certification.
- The program is designed for working adults. Courses meet one evening each week in either eight-week or full-semester terms during the school year; during the summer classes meet in the daytime as block courses.
- A graduate student is considered full-time when enrolled in 9 hours per semester. The maximum load is 12 credit hours per semester.
- A maximum of 6 semester hours of graduate study will be accepted in transfer if they
  - have been completed within the past five years.
  - meet the core or program requirements.
  - are approved by the Graduate Advisory Committee.

**NOTE:** Hannibal-LaGrange University reserves the right to cancel any course for which there is not sufficient enrollment. The Graduate Advisory Committee will make that determination.

## Program Options

The MSE program offers two tracks. Students are required to choose one of the following tracks:

- 1) The **Literacy Track** emphasizes the research-based components of effective literacy instruction and assessment (phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing). It is intended for those who want to study the science of literacy.
- 2) The **Teaching and Learning Track** emphasizes elements of effective curricular/instructional planning and assessment to enhance student learning. It is intended for those who want to study principles of effective instruction.

## Requirements for the Master of Science in Education (MSE): 30 hours

1. Complete the Core Course Requirements with a grade of B or better in each course.

### Core Course Requirements: 12 hours

EDU 5001	Character Education	EDU 5003	Introduction to Research
EDU 5002	Cognition	EDU 5004	Classroom Action Research Project

2. Choose one track, below, and complete each requirement with a grade of B or better.

### *Literacy Track Requirements: 18 hours*

EDU 5201	Phonemic Awareness & Phonics Concepts <b>or</b>	EDU 5204	Writing to Enhance Learning
EDU 5202	Content Area Reading	EDU 5205	Comprehension
EDU 5203	Vocabulary & Fluency Development	EDU 5206	Literacy Assessment & Prescriptive Teaching

**NOTE:** To complete the 18-hour track, a 3-hour elective is required.

### *Teaching and Learning Track Requirements: 18 hours*

EDU 5101	Instructional Strategies	EDU 5104	Diversity in the Classroom
EDU 5102	Differentiated Learning	EDU 5202	Content Area Reading
EDU 5103	Technology Applications		

**NOTE:** To complete the 18-hour track, a 3-hour elective is required.

3. Successful completion of the portfolio evaluation during the program review and exit interview.
4. Successful completion of all requirements within five years of admission to the graduate program.

## Course Offerings

- EDU 5001 Character Education** **3 hours**  
Examines character formation by studying theories and principles of moral development. Ideas will be generated to help teachers promote character development in students, support character education in the classroom learning environment, and extend character practices into the community.
- EDU 5002 Cognition** **3 hours**  
Provides an introduction to the mental process of knowing and to ways for structuring information-delivery so that learning is enhanced in the classroom. Explores current neurological research on pattern-recognition, memory, concept formation, knowledge, imagery, language, decision-making, problem-solving, and creativity.
- EDU 5003 Introduction to Research** **3 hours**  
Facilitates the development of the educated person who can interpret and evaluate research literature. Studies qualitative and quantitative research methodologies. Students will develop a research proposal. To be taken within the first 12 hours of coursework.
- EDU 5004 Classroom Action Research Project** **3 hours**  
Provides an opportunity for students to examine educational practices and to apply research principles for designing, conducting, and analyzing an approved action research project. Their findings will be presented in a public forum. To be taken at the conclusion of the graduate program.
- EDU 5101 Instructional Strategies** **3 hours**  
Emphasizes principles of research-based effective teaching for planning and organizing instruction and for assessing student learning. Focuses on strategies that will encourage problem-solving, active participation, and real-world applications of learning.
- EDU 5102 Differentiated Learning** **3 hours**  
Examines the challenges that educators face in creating inclusive classrooms for all students. Studies theory and practice to help educators design effective strategies for working with gifted students and for supporting IEP goals for students with disabilities. Identifies assessment instruments, both group and individual, along with a variety of methods for measuring student growth and understanding.
- EDU 5103 Technology Applications** **3 hours**  
Enables teachers to become familiar with and to fully utilize media and technology in order to enhance learning and assessment in the classroom.
- EDU 5104 Diversity in the Classroom** **3 hours**  
Examines human diversity in today's schools. Explores social, cultural, ethnic, socioeconomic, religious, age, gender, and linguistic diversity in order to gain a better understanding, to identify risks related to learning, and to plan provisions for student success.
- EDU 5201 Phonemic Awareness and Phonics Concepts** **3 hours**  
Provides foundational knowledge related to linguistic principles as a basic component of literacy instruction and assessment. Emphasizes teaching and assessing manipulation of phonemes in spoken syllables and words through phonemic awareness and systematic and explicit phonics instruction and assessment.
- EDU 5202 Content Area Reading** **3 hours**  
Links reading skills across the curriculum through the use of instructional strategies and assessments. Explores the use of textbooks, trade books, and electronic texts with a focus on integrating a variety of strategies to enhance student understanding in content areas.
- EDU 5203 Vocabulary and Fluency Development** **3 hours**  
Examines direct and indirect vocabulary instruction and the use of guided repeated oral reading strategies as effective means to develop reading fluency and overall reading achievement. Gives attention to using appropriate instruments for assessing fluency.
- EDU 5204 Writing to Enhance Learning** **3 hours**  
Examines ways to design an effective writing environment and to integrate writing in the classroom, to increase and assess literacy skills, and to develop critical thinking, deeper understanding, and more effective written communication.
- EDU 5205 Comprehension** **3 hours**  
Examines comprehension monitoring, cooperative learning, graphic and semantic organizers, including story maps, question answering, question generation, and summarization, as well as discernment of when and how to teach them. Emphasizes methods for measuring student growth and understanding.
- EDU 5206 Literacy Assessment and Prescriptive Teaching** **3 hours**  
Studies the causes of reading and writing disabilities, diagnostic procedures, and methods for correction. Provides instruction and experience in diagnosing reading and writing performance and in prescribing and implementing teaching strategies that remediate weaknesses and encourage an appreciation for reading and writing as means of personal growth, enjoyment, and lifelong learning. Requires students to assess and provide a minimum of 15 sessions (at least 30 minutes per session) of literacy tutoring to an elementary-age student.

**EDU 5301 Science Inquiry for the K-8 Teacher**

**3 hours**

Studies the principles and methods related to the enhancement of teaching science, deepening the conceptual understanding of selected GLE science topics in biology, chemistry, physics, and earth science. Students will experience the effect of learning environments and experimental inquiry in stimulating new approaches to learning science. Lab fee.

**EDU 5391-3 Topical Studies in Education**

**1-3 hours**

Enables structured literature study groups to focus on a curricular topic, examining current research for best practices and their implementation in today's classrooms. May be repeated for a maximum of 3 credit hours.