

Education

ED 100 Foundations of American Education

Historical, philosophical, legal, ethical, social foundations of American education. Current issues and methods. Interconnected: Social Science. Corequisite: ED 181.

ED 151 North American Geography

Study of the physical, economic, human geography in North America. Emphasis is placed on the connection of geography to the other social sciences, especially as it relates to the preparation of pre-service secondary school teachers. Fall Term even years.

ED 152 World Geography

Study of the physical, economic, human geography in various regions of the world. Emphasis is placed on the connection of geography to the other social sciences, especially as it relates to the preparation of pre-service secondary school teachers. Fall Term odd years.

ED 181 Field Experience: Foundations of American Education (no course credit)

Practicum for ED 100. Twenty-five hours in a field experience setting in PK-12 schools. P/D/F only. Corequisite: ED 100.

ED 181 Field Experience: New York

Field experience in PK-12 New York City schools. P/D/F only. May Term.

ED 195, 295, 395, 495 Special Topics

Topics and credit vary. See course schedule.

ED 210 Children's Literature

Exploration and concentrated study of prose and poetry, fiction and non-fiction on the elementary school level. Criteria for evaluating children's literature.

ED 211 Psychology of the Exceptional Child (½ course credit)

Overview of exceptional children, including special education, at-risk, and talented/gifted students. Introductory course exploring identification, developmental processes, potential of individuals, educational procedures, and assistive technology. Field experience. Fall and Winter Terms.

ED 212 Human Relations

Subgroups in our society. Biases such as sexism, racism, prejudice; discrimination in interpersonal relations and instructional materials. Translation of knowledge into attitudes of respect for human diversity and rights of individuals. Skills to relate effectively to individuals and subgroups and methods of teaching such skills to pupils. Diversity. All terms.

ED 213 Christian Day School

History and purposes of Lutheran schools. Relationships with home, church, community. Curricula and personnel. Reviews of recent research. Future of non-public education in America. Practicum. Open to teachers and preeminarians.

ED 214 Introduction to Mild and Moderate Disabilities

Etiologies and characteristics of mild and moderate disabilities, trends in programming, alternatives, services, instructional support. Fall Term. Prerequisites: ED 100, ED 181. Corequisite: ED 284.

ED 221 Teaching Elementary Social Studies

Content, strategies, instructional techniques for teaching social studies curriculum in elementary schools. Prerequisite: ED 100.

ED 223 Language Development

Developmental process of language acquisition, including linguistic analysis of the major phonological, semantic, syntactic, pragmatic components of American English. Emphasis on language variations related to cultural and linguistic diversity, the unique needs and backgrounds of students with language differences and delays, the learning of Standard English by all learners. Fall Term.

ED 229 Teaching in the Secondary School (½ course credit)

Planning lessons and developing strategies for classroom teachers of grades 5-12. Prerequisite: ED 100, ED 181. Corequisite: ED 282. Fall and Winter Terms.

ED 282 Field Experience in the Secondary School (no course credit)

Fifteen hours in a secondary classroom. Observation, interaction with students, limited teaching. P/D/F only. Prerequisite: ED 100, ED 181. Corequisite: ED 229.

ED 284 Field Experience: Mild and Moderate Disabilities (no course credit)

Twenty-five hours in a classroom working with students with mild and moderate disabilities. P/D/F only. Fall Term. Prerequisites: ED 100, ED 181. Corequisite: ED 214.

ED 314 Methods and Strategies in Special Education

Models, materials for curricular and instructional methods with mildly and moderately disabled. Remedial methods, techniques, assistive technology. Math and reading. Fall Term even years. Prerequisites: ED 214 and ED 284.

ED 315 Educational Psychology

Student development, learning, management, motivation, instruction, assessment. Application of learning principles to education and other areas. Writing Intensive. Prerequisites: Third-year standing, admission to Teacher Education Program. Corequisite: ED 383.

ED 320 Teaching Language Arts

Preparation of elementary students for contemporary literacy demands in the English language arts—reading, writing, listening, speaking, viewing, visually representing. Writing Intensive. Winter Term. Prerequisites: Third-year standing, admission to Teacher Education Program.

ED 321 Reading in the Elementary School

Development and application of skills and strategies to assist elementary students in reading, comprehending, interpreting, evaluating, and appreciating texts. Writing Intensive. Fall Term. Prerequisites: Third-year standing, passing PPST® scores, admission to Teacher Education Program. Corequisite: ED 385.

ED 323 Diagnostic Reading

Skills, strategies to assess reading problems through formal and informational diagnosis. Winter Term. Prerequisite: ED 321. Corequisite: ED 324.

ED 324 Remedial Reading

Procedures to enhance reading strengths, correct reading weaknesses. Twenty-five-hour practicum. Winter Term. Prerequisite: ED 321. Corequisite: ED 323.

ED 334 Managing Behavior and Skills in Special Education

Behavioral management theories, skills, strategies, techniques, instructional programs. Winter Term even years. Prerequisites: ED 214 and ED 284.

ED 341 Teaching the Christian Faith

Methods, materials for teaching the Christian faith. Experience in actual teaching situations, structuring lessons. For teachers and preseminarians. Prerequisite for elementary education majors: Admission to Teacher Education Program.

ED 344 Assessment Practices in Special Education

Legal guidelines, psychometric and instructional measures. Individualized program development, management. Winter Term odd years. Prerequisites: ED 214 and ED 284.

ED 350 Content Area Reading Strategies

Reading strategies in the content areas for elementary and secondary teaching candidates. Special emphasis on accessing, evaluating and using both print and electronic resources meaningfully. Must be completed before student teaching. Prerequisites: Third-year standing, admission to Teacher Education Program.

ED 354 Organization of Early Childhood Programs

Current issues, trends in early childhood education. Focus on planning, implementing, administering, evaluating developmentally appropriate programs for young children. Fall Term even years. Prerequisites: PSY 210, third-year standing, and admission to Teacher Education Program.

ED 355 Early Childhood: Family and Community Relations

(½ course credit)

Exploration of effective partnerships with families and community resources. Examines the role of families, communities, businesses, and agencies in enriching, expanding, and organizing programs of early childhood care and education. May Term even years. Prerequisite: ED 354 or ED 356. Corequisite: ED 481.

ED 356 Curriculum Development and Guidance of Young Children

Guidance, curriculum, methodology, programs that facilitate learning and development of young children. Selecting, planning, creating, implementing, evaluating developmentally appropriate content, methods, materials. Fall Term odd years. Prerequisites: Third-year standing; ED 223; PSY 210; admission to Teacher Education Program.

ED 360 Middle Level Socialization Development

Instructional strategies, resources for meeting social/psychological/personal needs of pre-adolescents and adolescents in the middle school classroom. Winter Term even years. Prerequisite: ED 100; admission to Teacher Education Program.

ED 361 Middle School Curriculum

Overview of curriculum developments in the middle school. Recent trends affecting middle school curriculum. Winter Term odd years. Prerequisites: ED 100; admission to Teacher Education Program. Corequisite: ED 384.

ED 364 Community and Collaborative Partnerships in Special Education

Services, networks, organizations of support. Systems theory. Consultative roles. Work with regular classroom teachers. May Term odd years. Prerequisites: ED 214 and ED 284.

ED 381 Field Experience in Early Childhood, Elementary, and Secondary Education (variable credit)

Insight into teaching by working in an early childhood, elementary, or secondary school setting. P/D/F only. Prerequisite: Third-year standing, admission to Teacher Education Program.

ED 383 Field Experience: Educational Psychology (no course credit)

Twenty-five-hour field experience to apply concepts emphasized in ED 315 Educational Psychology. Twelve to 15 hours working with individual students. P/D/F only. Prerequisites: Third-year standing, admission to Teacher Education Program. Corequisite: ED 315.

ED 384 Field Experience: Middle School (no course credit)

Twenty-five hours in middle school math, science, language arts, social studies classrooms. Participation with middle school curriculum and students. P/D/F only. Winter Term odd years. Corequisite: ED 361.

ED 385 Field Experience: Elementary School Reading

(no course credit)

Fifteen-hour experience in an elementary classroom to utilize concepts developed in ED 321 Teaching Elementary School Reading. P/D/F only. Prerequisites: Third-year standing, admission to Teacher Education Program. Corequisite: ED 321.

ED 390 Research in Reading

Research in reading pedagogy and practice. Classroom action research projects. Research paper. May Term. Prerequisites: ED 323, ED 324, ED 350; PSY 314.

ED 399 Supplemental Instruction: Education (½ course credit)

Teaching practicum in a specific area of study. Student SI leaders participate in leader training, attend classes for which they serve as leaders, prepare and lead study sessions that reinforce course content, model and teach effective study strategies. P/D/F only.

ED 450 Independent Study and Research (variable credit)

Research report, literature report, seminar participation, action research in a classroom, or field study. Student-planned in consultation with course instructor. Prerequisite: Admission to Teacher Education Program.

ED 452 Culture and Pedagogy of American Schools (½ course credit)

Designed for secondary students to take the semester prior to student teaching. Focuses on preparation to student teach, school improvement, teaching as a profession, classroom management. Prerequisites: ED 229; admission to Teacher Education Program. Corequisite: ED 491.

ED 455 Special Methods: Foreign Language (Elementary)

(½ course credit)

Required for all foreign language endorsements with an elementary education major. Prerequisite: Third-year standing.

ED 470 Secondary Content Methods: Social Studies

Designed to precede secondary student teaching with emphasis on introducing, developing, practicing discipline-specific pedagogy and reviewing general teaching methods. Fall and/or Winter Terms. Prerequisites: ED 229, admission to Teacher Education Program.

ED 480 Student Teaching: Special Education (2 course credits)

Seven weeks of full days in a special education setting. Experiences in total program of the school. P/D/F only. Fall and Winter Terms. Fee. Prerequisite: Approval for student teaching.

ED 481 Early Childhood Practicum (½ course credit)

Fifty-hour practicum in a preschool or daycare setting. P/D/F only. May Term even years. Prerequisite: ED 354 or ED 356. Corequisite: ED 355.

ED 482 Elementary Student Teaching and Capstone Seminar

(2-4 course credits)

Seven to 14 weeks of full days at two different elementary levels. Experience in an elementary classroom and participation in total program of the school. Capstone. P/D/F only. Fall and Winter Terms. Fee. Prerequisite: Approval for student teaching.

ED 483 Secondary School Teaching and Capstone Seminar

(2-4 course credits)

Seven to 14 weeks of full days in secondary classrooms with participation in total program of the secondary school. Capstone. P/D/F only. Fall and Winter Terms. Fee. Prerequisite: ED 452, admission to Teacher Education Program, approval for student teaching.

ED 484 Prekindergarten and Kindergarten Student Teaching and Capstone Seminar (2 course credits)

Seven weeks of full-day student teaching in a prekindergarten or kindergarten setting. Capstone. P/D/F only. Fall and Winter Terms. Fee. Prerequisite: Approval for student teaching.

ED 485 Music Student Teaching and Capstone Seminar

(3 course credits)

Twelve weeks of full days teaching music at the elementary and secondary levels. Capstone. P/D/F only. Fall Term. Fee. Prerequisite: Approval for student teaching.

ED 486 K-12 Physical Education Student Teaching and Capstone Seminar (2-4 course credits)

Seven to fourteen weeks of full days teaching elementary and secondary physical education with participation in the total program of the schools. Capstone. P/D/F only. Prerequisites: ED 452; admission to Teacher Education Program; approval for student teaching.

ED 487 K-12 Art Student Teaching and Capstone Seminar

(4 course credits)

Fourteen weeks of full days teaching elementary and secondary art with participation in total program of the schools. Capstone. P/D/F only. Fall and Winter Terms. Prerequisites: ED 452; admission to Teacher Education Program; approval for student teaching.

ED 488 Middle School Student Teaching (2 course credits)

Seven weeks of full days teaching at the middle school level. Capstone. P/D/F only. Corequisite: ED 482 or ED 483.

ED 489 5-12 Health Student Teaching (2 course credits)

Seven weeks of full days teaching in health at the 5-12 level. P/D/F only. Corequisite: ED 486.

ED 491 Field Experience: Culture and Pedagogy of American Schools (no course credit)

Fifteen-hour field experience in a local secondary school. P/D/F only. Fall and Winter Term. Corequisite: ED 452.