

# Education (EDUC)

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## **EDUC 161 Introduction to Educational Psychology (4)**

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. This course includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. This course includes observation in local schools and is an active learning experience. *Open only to , sophomores, and juniors.*

## **EDUC 201 Instructional Technology: Digital Literacy and Learning (4)**

The course examines the use of instructional technology in teaching and learning with an emphasis on the pedagogical implications of digital literacy for teachers and students. Topics include instructional design, computer hardware and software, educational networks, and multimedia integration. Students gain a theoretical understanding of the use of technology as an instructional tool as well as acquire the necessary skills to implement technology in a teaching environment.

## **EDUC 205 Introduction to Environmental Education (4)**

An introduction to the philosophy, goals, theory, and practice of environmental education. The history of environmental education, as it pertains to environmental literacy, implementation, and professional responsibility, is explored through hands-on learning activities as well as use of texts. Educational models which promote ecologically sustainable behaviors are considered as well. This course includes some field trips.

## **EDUC 220 Methods of Teaching Writing (1)**

The course surveys the expectations for successful writing in several disciplines and explores various strategies peer and professional tutors may employ to help student writers attain their goals. Participants will examine samples of student writing, discuss possible responses, and develop model interactions between tutors and students.

## **EDUC 221 Teaching Writing in the Community (2)**

In this course, students not only learn about writing pedagogy but also practice the teaching of critical and expository writing to those in the larger community--specifically to women currently residing at the Blue Monarch. Weekly class meetings alternate between on-site, practice teaching at the Blue Monarch and instructional sessions on campus.

## **EDUC 226 Teaching Children's Literature (4)**

An examination of the many genres of children's literature and their uses within diverse educational settings. The course addresses methods of selecting and evaluating children's books for readability, interest level, and cultural sensitivity; it also explores strategies to encourage reading and writing. Students should expect to observe and teach language arts lessons in local P-8 classrooms.

## **EDUC 255 Introduction to Special Education (4)**

The nature, origin, instructional needs, and psychological characteristics of students with diverse and exceptional learning needs. Exceptionalities considered include specific leaning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, gifted and talented students, and English language learners. This course includes observation in local schools. Not open for credit for students who have completed EDUC 163. *Prerequisite: EDUC 161.*

## **EDUC 260 Philosophies of Education (4)**

A study of the philosophic framework, theories, and principles that shape teacher practice, curriculum, and interactions between students and educators. This course explores not only the underlying principles of education and the nature of knowledge, but also ways in which historic and contemporary theories have affected curricula, pedagogy, and ideas of literacy. Such matters are considered in relation to controversies arising throughout evolution of the American educational system. Students conduct research in local schools.

## **EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

## **EDUC 341 Methods and Materials of Teaching (4)**

Study and practice of secondary school teaching. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. *Prerequisite: One course in education.*

## **EDUC 350 Issues and Innovations in Education (4)**

An in-depth exploration of significant issues both contemporary and historic in education, schools, and teaching. The course explores issues such as high-stakes testing, challenges of rural education, tracking and ability grouping, and efforts to achieve educational equity. It also assesses innovative initiatives such as learning communities, service learning, and problem-based learning. Students conduct research in local schools and also undertake projects focused on positive change for young people. *Prerequisite: One course in education.*

## **EDUC 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**EDUC 401 Senior Seminar (4)**

A seminar that encourages students to reflect on student teaching experiences and increase their expertise using methods to teach their subject areas. Topics vary, and are likely to include: classroom management, effective teaching, evaluation, feedback, and professionalism. The course also includes a series of guest lectures and workshops.

**EDUC 402 Action Research (2)**

Students serve as researchers for a project in local schools. They join local teacher subject groups, attend their meetings and take notes and help teachers with Blackboard software. Students also interview teachers and their students about their experiences and write short reports. Credit is given in the spring for a full year's satisfactory participation. The course is offered only on a pass-fail basis. *Prerequisite: One course in education.*

**EDUC 444 Independent Study (2 or 4)**

To meet the needs and interests of selected students. May be taken more than once for credit. *Prerequisite: Professor consent and prerequisite override required.*