

EDUC: EDUCATION (EDUC)

EDUC 200. Technology in the Classroom. (3 Credits)

A variety of instructional media; such as DVD Disc, Digital imagery, Computer Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. Candidates will be given the opportunity to reflect upon the most effective and efficient uses of various technologies for individual students, groups of students, and for their own personal use in the classroom. They will be expected to create certain types of software, presentations and materials to achieve instructional goals and objectives. The course is intended for juniors in the School of Education.

EDUC 201. Seminar in Education. (3 Credits)

Seminar in Education is a key foundational education course that provides students with the knowledge and skills they will need throughout their education career with emphasis in literacy, writing skills, leadership, critical thinking, and test preparation, synthesis and analysis of information. This course will help to develop students' intellectual curiosity, capacity for life-long learning, and personal responsibility to education. Student will also become familiar with the College of Education's mission, standards, history, traditions, policies and procedures.

EDUC 202. Foundations of Education. (3 Credits)

This course is designed to provide a snapshot of teaching as a profession. The course will extend the focus on historical and contemporary topics relevant to an understanding of the knowledge, skills and dispositions required of classroom teachers. Pre-candidates will have the opportunity to research and reflect on professional practices in preK-12 classroom settings and in alternative educational program sites. This course will also provide the opportunity for pre-candidates to continue the development of a working portfolio. Pre-candidates will be required to complete a field experience requirement of 15 hours as part of this course.

EDUC 315. Data Driven Instructional Desi. (3 Credits)

This course is designed to address the skills that contribute to an understanding of the relationship among assessment, instruction and monitoring student progress. Assessments include student performance measures in grading practices and the ability to construct and interpret valid assessments using a variety of formats. In order to measure student attainment of essential skills in a standards-based environment, assessment data will be used to make decisions about how to improve instruction and student performance. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

EDUC 401. Student Teaching Seminar. (3 Credits)

This course is aligned with EDUC 402 Student Teaching. Candidates reflect on the knowledge, skills, and dispositions implemented in the classroom experience. In this course, candidates prepare for the final performance assessment of competencies acquired in the Professional Education Program. Prerequisites: All coursework and required State assessments for the major.

EDUC 402. Student Teaching FE. (9 Credits)

This course is the capstone experience for prospective teachers and emphasizes learning through application, analyses, synthesis, evaluation, and reflection. It provides the opportunity for student teachers to demonstrate acquired knowledge of the Standards of Learning, skills, and dispositions, in supervised classrooms. Emphasis will be placed on planning, implementing, and assessing instruction which meets the needs of students in these classrooms. Additional participation in appropriate school activities is required. Prerequisites: All coursework and required State assessments for the major.

EDUC 424. Culturally Responsive Pedagogy. (2 Credits)

This course will cover critical issues in educational reform that include applying multicultural curricula (such as, race ethnicity, gender, socioeconomic status, exceptionalities, language, and geographical locations of all students) and integrating school staff in acknowledging the importance of families and family language, as it relates to current educational issues. Candidates will be required to complete a Field experience requirement of 15 hours as a part of this course. Prerequisites: Admission to the Teacher Education Program or Admission to Community Based Education Program for CBED minors.

EDUC 427. Reading In The Subject Area. (3 Credits)

This course provides pre-service teachers with the competencies necessary to teach reading in the subject areas. Emphasis is placed on the commonalities of reading skills as related to specific content. The application of knowledge gained, skills developed, techniques acquired, and materials used for teaching the content and specific disciplines are considered. Special attention is given to techniques and materials for student assessment and for meeting instructional needs. Prerequisites: Admission to the Teacher Education Program.