

Education (ED)

Courses

ED 100. Introduction to Urban Education. 3 hours.

Introductory and cross-disciplinary examination of issues related to education in urban America, with particular attention paid to policies and practices impacting diversity and equity in public schools. Course Information: Students need College approval to concurrently enroll in ED 100 and ED 205. *Individual and Society course, and US Society course.*

ED 101. Critical Literacies in a Digital Democracy. 3 hours.

Digital consumption, creation, and collaboration have significant impacts on participation in democratic processes. In this class we will learn about and engage in digital literacy practices including critical analysis and multimedia composing. *Individual and Society course.*

ED 131. Educational Ethics. 3 hours.

A practical, case-based introduction to ethical issues that arise in the daily life of classroom teachers, and techniques and strategies for thinking well about them. Of particular interest to students in teacher training programs, but open to all. Course Information: Same as PHIL 131. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion. *Individual and Society course, and US Society course.*

ED 135. Child and Youth Policies in Urban America. 3 hours.

Examines policies and practices for children and youth in urban America using historical, sociological, psychological and economic frameworks. Integrates disciplinary knowledge of educational policies and practices. *Individual and Society course, and US Society course.*

ED 151. College Connection I. 1 hour.

Strategies to facilitate the transition from high school to college by helping students develop skills with faculty and staff guidance, to utilize resources that will lead to success in college, specific to the Bachelor of Arts in Urban Education program. Course Information: Satisfactory/Unsatisfactory grading only. No graduation credit. Field work required. Should be taken in the first semester of the freshman year. Requires 30 hours of fieldwork. Prerequisite(s): Open only to first year students admitted to the Bachelor of Arts in Urban Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 152. College Connection II. 1 hour.

A continuation of ED 151 College Connection I which facilitates the transition from high school to college by helping students develop specific skills and utilize resources that will help lead to success in college. Course Information: Satisfactory/Unsatisfactory grading only. No graduation credit. Should be taken in the second semester of the freshman year. Prerequisite(s): Open only to freshmen. College approval required.

ED 160. Games, Learning, and Society. 3 hours.

Explores the development and design of games for teaching and learning. Critical analysis of games and how they shape interactions among players, their learning, and their connection to society. Course Information: Same as EPSY 160. *Individual and Society course.*

ED 194. Special Topics in Education. 1-4 hours.

Introductory exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 199. Study Abroad Seminar: College Success and Leadership in a Global Context. 3 hours.

Combines a study abroad experience and seminar with a focus on globalization and experiential learning to support students in their transition to collegiate academic life. Course Information: Prerequisite(s): Approval of the department and completion of application from the Study Abroad Office; and completion of interview.

ED 200. Education Policy Foundations. 3 hours.

Social, cultural, political, and intellectual forces that influence and shape educational policy in the learning process. Course Information: Prerequisite(s): Sophomore standing. *US Society course.*

ED 201. Children's Literature and Disabilities. 3 hours.

Examination of children's and young adult literature focused on how disabilities are portrayed and how literature encapsulates societal attitudes, beliefs, and stereotypes contributing to access and equity of children with disabilities in schools. Course Information: Same as SPED 201. This is a blended course. *Creative Arts course.*

ED 202. International Perspectives: Inclusive Education and Schooling. 3 hours.

Focuses on international comparative views of how different educational systems include students with disabilities. Course Information: Same as SPED 202. Extensive computer use required. *Individual and Society course, and World Cultures course.*

ED 205. Introduction to Race, Ethnicity, and Education. 3 hours.

Introductory and cross-disciplinary examination of issues related to race, ethnicity, and cultural diversity in education. Course Information: Students need College approval to concurrently enroll in ED 100 and ED 205. *Individual and Society course, and US Society course.*

ED 210. Principles of Learning and Instruction Across the Lifespan. 3 hours.

How people learn and the design of instruction and assessment across a broad set of formal and informal instructional environments and populations. Course Information: Same as EPSY 210. Prerequisite(s): Sophomore standing or above; or consent of the instructor. Secondary Teacher Education students should enroll in the ED 210 section. All other students should enroll in the EPSY 210 section.

ED 211. Special Topics in Education. 1 hour.

Topics vary. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 4 hours with approval. Approval to repeat course granted by the college. Prerequisite(s): Membership in the Honors College or approval of the College of Education.

ED 217. STEM, Education, and Society: Exploring Identity, Community, Ethics, Politics, and Ideology. 3 hours.

A focus on political, economic, social, and environmental implications of STEM education. Cross-disciplinary examination of math, sciences, engineering, and related disciplines, with attention to identity, experience, and social disparities. *Individual and Society course.*

ED 222. Introduction to Gender, Sexuality, and Education. 3 hours.

Introductory and cross-disciplinary examination of issues related to gender and sexuality in education. *Individual and Society course, and US Society course.*

ED 252. Contemporary Controversies in U.S. Schools. 3 hours.

Introductory and cross-disciplinary examination of contemporary controversies related to public education in the United States. *US Society course.*

ED 253. Current Debates in Higher Education. 3 hours.

Introductory and cross-disciplinary examination of current debates related to higher education in the United States. *US Society course.*

ED 258. Language Development and Learning in a Diverse Society. 3 hours.

Provides an overview of the key issues and concepts related to the study of language development, learning, and multilingualism in a diverse society. Course Information: Prerequisite(s): Completion of the English composition requirement. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice. *Individual and Society course, and US Society course.*

ED 264. Sport, Education, and Society. 3 hours.

Students will explore how sport has shaped society and effects social change; paying particular attention to issues of access and equity, focusing on how sport influences human, social, and community development, as well as societal values and priorities. Course Information: Recommended background: EPSY 100 or PSCH 100 or SOC 100. *Individual and Society course.*

ED 294. Special Topics in Education. 1-4 hours.

Introductory exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 299. Education, Globalization, and the Child. 3 hours.

Examines the experiences of childhood and how educational experiences are often contextualized by region, country, and culture. Students will have an embedded study abroad experience in order to do a comparative analysis. Course Information: Expectation to go abroad. Prerequisite(s): Approval of the Department and GPA of 2.7 or above and good standing; and completion of application from the Study Abroad Office; and completion of interview.

ED 307. Nature and Practices of Natural Sciences. 3 hours.

Learning crosscutting concepts and practices across science and engineering, applying practices in designing, conducting, and presenting a scientific research project, and considering teaching implications for elementary and middle grades students. Course Information: Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

ED 316. Teacher Development I: Curating Teacher Agency in Urban Education Contexts. 3 hours.

Foundational examination and analysis of urban schools as sites of systemic inequities and rich learning opportunities. Development of professional and pedagogical frameworks for emerging teachers through theory and practice. Course Information: Extensive computer use required. Prerequisite(s): ED 100 and ED 205; or consent of the instructor Admission to the Bachelor of Arts, Concentration in Elementary Education. Corequisites: Requires concurrent registration in ED 350.

ED 317. Teacher Development II: Curating Teacher Identity in Urban Classrooms. 3 hours.

Foundational development of teacher identity through dispositional assessment, pedagogical practices that sustain and cultivate culture in classrooms, and design and creation of vibrant and inclusive learning communities. Course Information: Extensive computer use required. Prerequisite(s): ED 100 and ED 316 and ED 350; and junior standing or above; or consent of the instructor. Corequisite(s): Requires concurrent registration in ED 351.

ED 350. Foundations of Professional Practice in Comparative Contexts: Fieldwork I. 3 hours.

First course in a 4-course sequence that provides urban fieldwork experience across multiple school contexts. Students develop their pedagogical practice and make connections across university coursework and elementary school classrooms. Course Information: Field work required. Prerequisite(s): Junior standing or above; or consent of the instructor; and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Corequisite(s): Requires concurrent registration in ED 316.

ED 351. Foundations of Professional Practice in Urban Classrooms: Fieldwork II. 3 hours.

Fieldwork experience in this course continues teacher candidates' clinical practice in urban classrooms. Provides teacher candidates with mentoring opportunities in which to develop their pedagogical practices. Course Information: Field work required. Prerequisite(s): Junior standing or above; or consent of the instructor; and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Corequisite(s): Requires concurrent registration in ED 317.

ED 360. Education and Community Transformation. 4 hours.

Enables students to understand how community activism contributes to change in the sociopolitical landscape in the United States and abroad with particular attention to education policies and social justice issues. Course Information: 4 hrs. Field work required. Recommended background: ED 100, ED 135 or ED 205. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 373. Introduction to the School-Prison Nexus. 3 hours.

Using contemporary social theory, this course investigates the disciplining, punishing, and criminalization of youth in urban schools, paying particular attention to the racialized, classed, gendered, and ableist contours of these social processes. Course Information: Same as CLJ 373. Recommended Background: ED 100 and ED 200 and ED 205.

ED 374. Dismantling the School and Prison Nexus. 3 hours.

Political relationship between historically dis-invested K to 12 schools and prisons. Parallels in disciplinary practices and rationales in both. Engagement with affected communities that challenge carceral logics in education. Course Information: Same as CLJ 374. Prerequisite(s): CLJ 101 and two 200-level CLJ courses; or consent of the instructor. Recommended Background: CLJ 373.

ED 375. Perspectives on Health Disparities/Pathways to Careers in the Health Professions. 3 hours.

Addresses health inequities, cultural competence, and opportunities/pathways to traditional and paraprofessional careers in health care. Implications of health inequities for educational outcomes are also covered. Course Information: Extensive computer use required. Field work required. Participation in an interdisciplinary case study project. Prerequisite(s): ENGL 161 or the equivalent and consent of the instructor. Recommended background: Sophomore or Junior standing; and participation in the Urban Health Program Learning Community.

ED 394. Special Topics in Education. 1-4 hours.

Exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 396. Independent Study. 1-4 hours.

For students who wish to do independent study on specific educational processes or independently to carry on projects related to education or extensive reading assignments. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): A written proposal for faculty approval and junior standing.

ED 398. Directed Research in Education. 1-4 hours.

Students carry out directed research under the mentorship of a College of Education faculty member. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 16 hours. Prerequisite(s): Sophomore standing and consent of the instructor.

ED 402. Philosophy of Education and Urban School Policy. 3 hours.

Selected social and education philosophies and their impact on urban school curriculum design, school organization and control.

ED 403. Policy Issues in the History of American Education. 3 hours.

Political, economic, and cultural influences shaping the development of American education policy; emphasis on issues of education theory and practice in their historical settings.

ED 410. Capstone Inquiry on Critical Issues in Education. 3 hours.

Students design and complete projects connected to an educational issue, challenge, or theme. Includes discussion of critical educational issues from cross-disciplinary perspectives. Designed to be a culminating experience. Course Information: Extensive computer use required. Prerequisite(s): Prior College of Education coursework and consent of instructor.

ED 416. Practical Inquiry I: Teacher Competencies and Performance-Based Assessment. 3 hours.

Introduction to examining teaching through practitioner inquiry, including teacher performance assessment, as a way of learning to teach and beginning a lifelong process of professional development.

ED 417. Practical Inquiry II: Teacher Competencies and Performance-Based Assessment. 3 hours.

A developing examination of teaching through practitioner inquiry, including teacher performance teacher assessment, as a way of learning to teach and fostering a lifelong process of professional development.

ED 421. Advanced Educational Psychology. 3 hours.

Examines current theory and research on the teaching-learning process with particular attention to general learning and curriculum-relevant problem solving skills. Course Information: Prerequisite(s): EPSY 210; or graduate standing.

ED 422. Advanced Developmental Psychology and Educational Processes. 3 hours.

Focuses on cognitive and social development from birth to early adolescence. Examines relations between development, learning, and educational processes. Course Information: Same as PSCH 422. Prerequisite(s): PSCH 100 and any one from EPSY 210, PSCH 259, PSCH 320 and consent of the instructor; or graduate standing.

ED 424. Social and Emotional Learning: Research, Practice, and Policy. 3 or 4 hours.

Research, theory, educational practices, and federal/state policies that promote the social, emotional, and academic competence of students who are in preschool, middle school, or high school. Course Information: Same as PSCH 424. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): PSCH 343 or equivalent; or consent of the instructor. Recommended background: Experience working with children or adolescents.

ED 425. Curriculum, Instruction, and Assessment in the Urban Secondary Classroom. 4 hours.

Developing professional practice that meets the diverse learning needs of students from different backgrounds and experiences. Course Information: Previously listed as ED 330. Field experience in urban schools is required. Prerequisite(s): Admission to an approved teacher licensure program in secondary education, and ED 200, ED 210 and SPED 410, and consent of the instructor and Council of Teacher Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 430. Curriculum and Teaching. 3 hours.

Introduction to curriculum and teaching as areas of inquiry; implications of these areas of inquiry for educational practice; related contemporary problems and issues. Course Information: Credit is not given for ED 430 if the student has credit for CI 428. Prerequisite(s): Admission to graduate study in Education, or consent of the instructor.

ED 431. Improving Learning Environments. 3 hours.

Analysis of structural, normative, and social dimensions of learning environments and their relationships to student learning. Exploration of change processes to improve those environments. Course Information: Prerequisite(s): Graduate standing or consent of the instructor.

ED 432. Instruction and Assessment in the Urban Secondary Classroom. 5 hours.

Learning to teach, how to plan for diverse learners, design differentiated instruction, assess student learning and develop classroom discipline. Course Information: Field experience in urban schools is required. Prerequisite(s): Completion of education core courses in Graduate Teacher Certification Program: Ed 402 or ED 403 and ED 445. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 445. Adolescence and the Schools. 3 hours.

Physiological, intellectual, and social development of adolescence. Relations between aspects of adolescent development and the academic and social demands of secondary schools. Course Information: Prerequisite(s): EPSY 210, or the equivalent, or graduate standing.

ED 450. Pre-Student Teaching in the Urban Elementary Classroom, Fieldwork III: Arts, Health, and Physical Ed. 1-12 hours.

This pre-student teaching experience immerses teacher candidates in classrooms in a supervised experience of learning to teach; and develop effective practices with an emphasis in arts, health and physical education. Course Information: May be repeated. Field work required. Field work: total of 180 hours, coordinated by the program director and in collaboration with field instructors. Prerequisite(s): Senior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education.

ED 451. Student Teaching in the Urban Elementary Classroom: Fieldwork IV. 0-12 hours.

Student teaching is a full-time experience of learning to teach in a classroom with university mentoring and supervision. Course Information: May be repeated. Field work required. Prerequisite(s): ED 450 and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education and senior standing. Class Schedule Information: To be properly registered, students must enroll in one Discussion and one Practice.

ED 461. Political and Socio-Cultural Perspectives on Special Education. 3 hours.

Students will examine issues of access and equity through legislation, litigation, and socio-cultural perspectives and be introduced to major theoretical frameworks that influence special education programs. Course Information: Same as SPED 461. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 470. Educational Practice with Seminar I. 0-12 hours.

The first half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 471. Educational Practice with Seminar II. 0-12 hours.

The second half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, credit or concurrent registration in ED 470, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

ED 472. Promoting Academic and Prosocial Behavior I. 3 hours.

The importance of school-wide and classroom structure and climate in the educational process. Strategies to promote academic success and desired social behavior. Course Information: Same as SPED 472. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

ED 473. Teaching Math and Science with Adaptations. 3 hours.

Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities. Course Information: Same as SPED 473. Field work required. Prerequisite(s): SPED 461. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 499. Critical Perspectives on Language Policy and the Construction of Ability in Schools. 4 hours.

Focuses on the role of cultural, historical, and political contexts in shaping language politics regulating school and their implications for notions of competence. Students will do data collection in a study abroad site. Course Information: Recommended background: Conversational Spanish.

ED 500. Philosophical Foundations of Educational Inquiry. 4 hours.

Philosophical foundations of various forms of educational inquiry. Epistemological and ethical dimensions of different research approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 501. Data and Interpretation in Educational Inquiry. 4 hours.

Data, interpretation, reliability, validity, accuracy, stability, and generalizability from different methodological perspectives; how research design, data collection, and interpretation vary with different philosophical approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 502. Essentials of Qualitative Inquiry in Education. 4 hours.

Surveys methods for conceptualizing, gathering, managing, and interpreting qualitative data. Various ethnographic, historical, and narrative forms of inquiry are reviewed, as are the corresponding methods associated with each. Course Information: Extensive computer use required. Field work required. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 503. Essentials of Quantitative Inquiry in Education. 4 hours.

Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Course Information: Same as EPSY 503. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 504. Urban Contexts and Educational Research. 4 hours.

A multidisciplinary approach for understanding research on learners and learning, schools and schooling, families, and communities in urban contexts. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 505. Introduction to Educational Research: Paradigms and Processes. 4 hours.

Offers a survey introduction to the history, contexts, paradigms and orientations, ethics, and processes of educational research. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 506. Introduction to Educational Research: Designs and Analyses. 4 hours.

Offers researchers an introduction to research in the field of education. It is the second of a two-course sequence and will introduce students to different types of research designs and analyses in the field of education. Course Information: Extensive computer use required. Prerequisite(s): ED 505 and admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 542. Advanced Qualitative Data Analysis. 4 hours.

Explores methods of computer-assisted inductive coding for qualitative data analysis and the design of qualitative research. Course Information: Same as EPSY 542. Extensive computer use required. Laptop required. Prerequisite(s): ED 502 or equivalent.

ED 543. Research on Teaching. 4 hours.

Review and analysis of history, paradigms, methods, and findings of research on teaching. Focus on the development of research questions and strategy. Course Information: Prerequisite(s): ED 490 or ED 503 or CIE 578; and consent of the instructor.

ED 580. Colloquium on Diversity in Secondary Education. 2 hours.

Designed to provide candidates with opportunities to interact with experts who deal with various issues of diversity in education, to discuss those issues with their cohorts, and to explore ways of meeting students' diverse needs. Course Information: Satisfactory/Unsatisfactory grading only.

ED 590. Writing a Qualitative Dissertation. 4 hours.

Successfully writing a dissertation is the last, and often most challenging part of completing a doctoral degree. This course is designed for students to develop a stronger foundation in academic writing specific to the qualitative dissertation. Course Information: Same as EDPS 590. Recommended background: ED 502 and ED 505.

ED 594. Special Topics in Education. 1-4 hours.

Exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 596. Independent Study. 1-4 hours.

Students independently study related topics not covered by course, under faculty supervision. Course Information: May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the advisor.