

# Education (ED)

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## Courses

### **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 444. Becoming a Trauma-Responsive Educator: Anti-Racist and Healing Pedagogies in Learning Contexts. 3 hours.**

Interdisciplinary foundational content for educators regarding trauma-responsive pedagogical frameworks/anti-racist ideologies. Translate trauma-informed approaches to professional practices to create healing-centered/anti-racist learning content. Course Information: Same as CI 444 and EPSY 444. Prerequisite(s): ED 150 or EPSY 255; or graduate standing; or consent of the instructor.

### **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.