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 416. Practical Inquiry I: Teacher Competencies and Performance-Based Assessment. 3 hours. Introduction to examining teachers 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): PSY 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 PSY 422. Prerequisite(s): PSYCH 100 and any one from PSY 210, PSYCH 259, PSYCH 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 PSY 424. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): PSYCH 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 and 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): PSY 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 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 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 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.