EDUCATION (ED)

Courses

ED-214 PRINCIPLES OF EDUCATION 3.00 Credits
An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED-216 PHYS EDUC FOR THE ELEMENTARY TEACHER 2.00 Credits
Designed to aid the classroom teacher in developing and implementing physical education programs in elementary and middle schools. Cross-listed with KIN-216.

ED-222 BEGINNING SIGN LANGUAGE 3.00 Credits
Students will learn a sign language and finger spelling system consistent with English, used in educating hearing impaired individuals.

ED-224 MEDIA & TECH FOR DIGITAL WORLD 2.00 Credits
Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

ED-290 DIRECTED STUDY IN EDUCATION 1.00-12.00 Credits

ED-291 WORKSHOP IN EDUCATION 1.00-3.00 Credits

ED-292 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits

ED-295 PRACTICUM IN EDUCATION 1.00-12.00 Credits

Graded P/F only.

ED-299 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits
Graded P/F only.

ED-310 PROFESSIONAL FOUNDATIONS OF EDUCATION 3.00 Credits
Designed for post bachelors DLT teacher candidates, this course is a systematic survey of the philosophical foundations and historical development of public education, the legal, financial, and organizational principles associated with schooling, and certain social issues that have helped to shape, guide, and/or impact contemporary education. Twenty hours of field experience required. ED 214 meets the same requirement.

ED-318 ASSESSMENT OF LEARNING 3.00 Credits
An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to the teacher education program. Cross-listed with PSYC 318.

ED-321 EDUCATIONAL PSYCHOLOGY 3.00 Credits
Builds on knowledge gained in Developmental Psychology to further the understanding of various theories of learning, teaching, developmental theories and processes. Pre-requisite: PSYC-205 or acceptance into the Education Program. Cross-listed with PSYC-321.

ED-328 MATH METHODS K-8 3.00 Credits
Based on NCTM standards, students will plan, deliver, assess, and reflect upon math lessons presented to elementary school children. Pre-requisites: MATH-157 and MATH-257, Admission to the Elementary Teacher Education Program.

ED-345 CULTURALLY RELEVANT TEACHING 3.00 Credits
The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English.

ED-390 DIRECTED STUDY IN EDUCATION 1.00-12.00 Credits

ED-392 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits

ED-394 INTERNSHIP IN EDUCATION 1.00-12.00 Credits
Graded P/F only.

ED-395 PRACTICUM IN EDUCATION 12.00 Credits

ED-399 RESEARCH ASSISTANTSHIP 1.00-3.00 Credits
Graded P/F only.
ED-411 DIGITAL CITIZENSHIP/MOBILE/REMOTE TECH 3.00 Credits
This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices. Students enrolling in this course should have completed at least one course delivered online or be concurrently enrolled in an online course. It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

ED-413 DESIGNING ONLINE INSTRUCTION 3.00 Credits
This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences. It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software. Previous experience participating in coursework implementing an online learning management system is also expected. Pre-requisite: Admission to the Elementary or Secondary Teacher Education program.

ED-414 PROFESSIONAL INTERN ONLINE TEACHING 5.00 Credits
This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment. Through a field-based, practicum experience, you will demonstrate your capacity to design, facilitate, and evaluate one or more online courses to designated students within the Kindergarten to Twelfth Grade range. Pre-requisite: Must be admitted to their respective teacher education program. ED 411, ED 413, ED 415 and ED 323 or ED 453 and ED 412 prior to beginning internship.

ED-415 TEACHING ONLINE 3.00 Credits
This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching. In this seminar, you and your colleagues will reflect on your internship experiences and the development of your skills to design, facilitate, and evaluate instruction of an online course. Pre-requisite: Admission to Teacher Education Program. Co-requisite: ED 414.

ED-422 INTERMEDIATE SIGN LANGUAGE 3.00 Credits
Continuation of ED 222.

ED-423 INSTRUCTIONAL TECH STRATEGIES, K-12 2.00 Credits
Instructional Technology Strategies, K-12 is designed to give students formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into the teaching and learning process. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments. Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of strategies and facilitation techniques that best serve teachers and learners in technology-enriched and digital learning environments. Special attention will be given to the instructional functions of current technologies and their relation to the primary models of instruction and their implementation. Pre-requisite: Admission to the Elementary Teacher Education Program.

ED-424 MEDIA & TECH FOR TEACHING, K-12 2.00 Credits
Media & Technologies for Teaching, K-12 is a course to address the strategic integration of current media and technologies into teaching and learning. Through participation in this course, students, as teacher candidates, will recognize the accepted professional standards regarding the roles and responsibilities that teachers serve to create and maintain learning environments best served by current technologies. Students will develop the knowledge and skills necessary to effectively design, develop, select, and implement a variety of types of instructional media and to implement a variety of current technologies as enhancements to teaching and learning processes. Students will also become prepared to foster sound principles of digital citizenship and digital literacy in teaching and learning environments. Pre-requisite: ED-224 and have been formally admitted to either the Elementary or Secondary Teacher Education Program.

ED-425 INSTRUCTIONAL METHODS/MANAGEMENT, K-8 2.00 Credits
This course is designed with a focus upon the exploration, understanding, implementation and integration of a repertoire of pedagogical knowledge, skills and dispositions related to K-8 instructional design, facilitation and evaluation, along with an examination of classroom management theories and strategies. This course will afford students the opportunities to become familiar with various instructional methods, models and practices, classroom management and relationship building to enhance educational relevance for K-8th grade students. Through various activities, including micro-teaching and other forms of presentation, students will demonstrate knowledge and skill acquisition in the development of instructional design, facilitation and evaluation. Additional projects will focus on research and product development to demonstrate understanding of key aspects related to classroom management, discipline and motivation through creating relevant and healthy relationships within the context of the classroom community. Pre-requisite: Students must be formally admitted to the Elementary Teacher Education Program.

ED-426 PROFESSIONAL INTERNSHIP IN EDUCATION K-8, I 7.00-14.00 Credits
A performance-based experience where interns have opportunities to develop and refine instructional materials and practices based on researched best practices for reading, language arts, math, science, health, social studies, physical education, visual and performing arts and multicultural issues to be utilized in K-8 classroom settings. The importance of effective communication strategies, including appropriate technology, will be emphasized. Interns will have numerous opportunities to interact with classroom teachers and elementary students during this first semester of a year-long internship. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED 427 and SE 428.
ED-427 PROF SEMINAR: ISSUES IN EDUCATION I 1.00 Credit
Promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon contemporary and perennial issues that affect and inform their praxis. Includes questions of instructional philosophies and orientations, classroom management, professional conduct, ethics and legal considerations, interpersonal communications, steps toward securing employment, efficient time management, and proposals for educational reform and innovation. Fee required. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED 426 and SE 428.

ED-429 PROFESSIONAL INTERNSHIP IN EDUCATION K-8, II 7.00-14.00 Credits
A continuation of ED 426. As the internship experience proceeds the intern will continually assume more responsibility for classroom instruction and management. This is a writing integrated course. Pre-requisite: Admission to the Elementary Teacher Education Program Co-requisites: ED 430 and SE 431. Graded P/F only.

ED-430 PROF SEMINAR: ISSUES IN EDUCATION II 1.00 Credit
A continuation of ED 427. LCSC faculty as well as occasional guests including teachers and school administrators will conduct the seminar. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisites: ED 429 and SE 431.

ED-432 PACE SEMINAR 1.00 Credit
This seminar provides opportunities for PACE candidates to investigate and share techniques for the development of a personal folio evidencing their abilities to meet State of Idaho Content Area Standards in their chosen teaching field, to begin preparation of their professional portfolios, and to make arrangements for their internship experience under the direction and guidance of a Division of Education faculty supervisor. Pre-requisite: Admission to the PACE Teacher Education Program or permission of the instructor.

ED-433 LINGUISTICS, SOCIETY & LANGUAGE ED 3.00 Credits
This course will explore language in its social context for English language learning, with an introduction to linguistics and language and its relation to teaching and learning. The course is designed to provide participants, as current or future teachers of English Language Learners (ELL) with an introduction to the role of language in constructing and preserving identity. Topics will include the evolution, research, and current federal and state legal mandates for English language education. Participants will discuss language variation, language shift, language policy, language discrimination, standard language and the construction of identity through language learning. The course will also discuss the function of language in social groups; the acquisition of language, the relationship between language, culture, bilingualism and language teaching. The course will investigate social identity which will include not only examining how individuals construct their identities but also how language is implicated in the formation of social groups such as class, ethnicity, gender, and regional affiliations.

ED-434 ESL FIELD EXPERIENCE 1.00 Credit
The ESL/ENL/TESOL field experience is one of several courses designed to meet the requirements for an ENL endorsement in the state of Idaho. It moves students into an environment where theory and practice can be applied. Students will work one on one with English language learners and classroom teachers who understand the challenges of language acquisition in the classroom setting. It offers you an opportunity to analyze and reflect upon your own professional knowledge in the field of ESL/ENL and TESOL with the help of the instructor and practicum participants. You will be required to observe, assist and teach in an approved ESL setting. Pre-requisites: ED-435 and ED-436.

ED-435 TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS 3.00 Credits
This course acquaints students with issues surrounding diversity in education from a classroom perspective by conducting an overview of theories, principles, practices and issues in instruction to meet the needs of diverse learners. It examines the historical development of multicultural education and its efforts to help students understand social and educational issues faced by our diverse nation. An examination of cultural and linguistic diversity in classrooms. Students develop a broader perspective concerning culture and its influence on schooling and students’ successful negotiation of the educational system.

ED-436 ISSUES TEACHING ENGLISH AS SECOND LANG 3.00 Credits
This course examines the unique challenges and opportunities afforded teachers when their community of learners consists of culturally and linguistically diverse students. The course will include discussion of issues and methodology in ESL and bilingual approaches for teaching students whose second language is English.

ED-437 ADVANCED TEACHING METHODOLOGIES: ENL/TESOL/SPANISH 3.00 Credits
Acquaints students and teachers with methodology issues in Second Language Acquisition, including bilingual approaches to teaching students whose second language is English. Pre-requisite: ED-436 or SPAN-202. Cross-listed with SPAN-437.

ED-439 ASSESSMENT AND SPECIALIZED INSTRUCTION FOR INDIVIDUAL NEEDS: ENL/TESOL CLASS 3.00 Credits
The purpose of this course is to provide the tools for testing/identifying language dominance and proficiency levels in students for whom English is a new language (ENL). It is designed to teach the process of selecting and administering assessments suited to the student’s culture, literacy, and communication skill. Assessment issues will be discussed in detail. In addition, the course covers topics of authentic assessment, pre-instructional and post-instructional assessment, assessment of acculturation, assessment of language proficiency and content areas. Pre-requisites: ED-435 and ED-436.

ED-445 INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12 3.00 Credits
This course familiarizes students with a variety of research-based instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions through microteaching and various forms of presentation. Students also develop products that demonstrate understanding of key aspects of classroom management, discipline, and motivation. Includes 20 hours of field experience in area secondary schools. Pre-requisite: ED-214, ED-318, ED-321, and admission into Secondary Teacher Education Program.
ED-449 TEACHING METHODS IN THE CONTENT AREA 3.00 Credits
This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students. Pre-requisite: ED 214, ED 318, ED 321 or ED 310, and admission into secondary education program.

ED-452 INTERNSHIP SEMINAR 1.00 Credit
This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED 460 and ED 461.

ED-454 PROFESSIONAL TEACHING STRATEGIES 6-12 3.00 Credits
This course in instructional design focuses on the acquisition and integration of basic pedagogical knowledge, skills and dispositions related to secondary teaching methods necessary to design, develop, deliver and evaluate effective instruction. Teacher candidates will become familiar with a variety of traditional and contemporary teaching models to meet the needs of a culturally and intellectually diverse classroom population. Includes a demonstration of requisite knowledge, skills, and dispositions through authorship of a course rationale and syllabus and unit plan templates, completing videotaped mini-teaching lessons and passing quizzes and the course examination Pre-requisite: Admission to the Secondary Teacher Education Program. This course is not available to students who have successfully completed ED 454 prior to Fall 2003.

ED-460 PROFESSIONAL INTERNSHIP IN EDUCATION 6-12 3.00-12.00 Credits
The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school. Pre-requisite: Successful completion of all Phase I and Phase II requirements. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED 452 and SE 407. Graded P/F only.

ED-461 PROFESSIONAL INTERNSHIP IN EDUCATION K-12 3.00-12.00 Credits
For candidates seeking K-12 teaching certificates, the integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with on-site K-12 teacher educators. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school. Pre-requisite: Successful completion of all Phase I and Phase II requirements. Pre-requisite: Admission into the Secondary Education Program. Co-requisites: ED 452 and SE 407. Graded P/F only.

ED-471 ACTION RESEARCH FOR TEACHERS 3.00 Credits
This course is to help familiarize teachers with fundamental concepts of classroom-based action research, an alternative to traditional research that aims to improve some aspect of classroom instruction. Includes a series of reflective exercises and concludes with an action research activity. May be repeated in order to continue or conclude the activity or engage in a second action research activity. Pre-requisite: Instructor’s approval.

ED-485 GRANT WRITING 1.00 Credit

ED-490 DIRECTED STUDY IN EDUCATION 1.00-14.00 Credits

ED-491 WORKSHOP IN EDUCATION 1.00-3.00 Credits
Graded P/F only.

ED-491A WORKSHOP IN EDUCATION 1.00-12.00 Credits

ED-492 SPECIAL TOPICS IN EDUCATION 1.00-3.00 Credits

ED-494 INTERNSHIP IN EDUCATION 1.00-12.00 Credits

ED-495 PRACTICUM IN EDUCATION 1.00-12.00 Credits

ED-499 RESEARCH PROJECT AND SEMINAR IN EDUCATION 1.00-12.00 Credits