

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 PHYSICAL EDUCATION 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-225 TECHNOLOGIES FOR TEACHING, K-12 3.00 Credits

This course addresses foundational knowledge that educators need to be successful in the twenty-first-century classroom and teaching profession. Emphasis is placed on designing effective media, tech-rich instruction, and digital pedagogy. Through participation in the course, students will gain practical experience using a variety of instructional media and applications as well as theoretical frameworks for technology-enhanced teaching and instructional design. Emerging and crucial concepts for educators including cybersecurity, digital citizenship, and digital literacy are explored in detail.

ED-250 PRAXIS PREPARATION FOR ELEMENTARY TEACHER CANDIDATES 1.00 Credit

Preparation for the State-required Praxis subject tests for elementary teaching candidates. The required subject area tests are either 5001 - Elementary Education: Multiple Subjects or 7811 - Elementary Education: Content Knowledge for Teaching. Both of these consist of tests in Reading & Language Arts, Mathematics, Social Studies, and Science. The structure of this course is to focus upon a different one of these subject areas in each semester on a rotating basis.

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

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.

ED-321 EDUCATIONAL PSYCHOLOGY 3.00 Credits

Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction; differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing.

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 1.00-12.00 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.

ED-414 PROFESSIONAL INTERN ONLINE TEACHING 7.00 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-requisites: ED-411, ED-413, ED-423, admission to the Elementary or Secondary Teacher Education Program, and has met all requirements to start an internship. Co-requisite: ED-415.

ED-415 TEACHING ONLINE 1.00 Credit

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 the Elementary or Secondary Teacher Education Program. Co-requisite: ED-414.

ED-422 INTERMEDIATE SIGN LANGUAGE 3.00 Credits

Continuation of ED-222.

ED-423 INSTRUCTIONAL TECHNOLOGY 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 or Secondary Teacher Education Program.

ED-425 INSTRUCTIONAL METHODS AND CLASSROOM 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-445 INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12 3.00 Credits

This course familiarizes students with a variety of 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. Students develop products that demonstrate understanding of key aspects of classroom environment, instruction, management, and motivation. Includes significant clinical experience hours in area secondary schools. Pre-requisite: ED-214 (with a minimum grade of C-), ED-318 (with a minimum grade of B-), ED-321 (with a minimum grade of B-), and admission into Secondary Teacher Education Program. ED-447 must be taken concurrently.

ED-447 TEACHING METHODS IN THE CONTENT AREA 2.00 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. Special emphasis is placed on teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship clinical experience in the content area for students. Course can be taken within one academic year of Clinical Internship. Pre-requisites: ED-214 or ED-310 (with a minimum grade of C-), ED-318 (with a minimum grade of B-), ED-321 (with a minimum grade of B-) and admission into secondary education program. Must take ED-445 concurrently.

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-476 LEARNER DEVELOPMENT & DIFFERENTIATION (MODULE A) 3.00 Credits

Builds pedagogical knowledge for the candidates about students: development, individual learning differences, learning environments, and uses understanding of individual differences and diverse cultures and communities.

ED-477 CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS (MODULE B) 3.00 Credits

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation in students. With a focus specifically on the development of the skills necessary for college and career readiness. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-478 CREATING AN ENVIRONMENT FOR ALL LEARNERS (MODULE C) 3.00 Credits

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation in students, With a focus specifically on understanding diversity. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-479 DIFFERENTIATION AND APPLICATION OF CONTENT (MODULE D) 3.00 Credits

Builds pedagogical knowledge for the candidates in their content area(s) to make the content accessible to students. Specific focus will be in the development of engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues that leads toward mastery of content. Acceptance into the PACE Mastery-Based Pathway Program required.

ED-480 DESIGNING INSTRUCTION AND ASSESSMENT LITERACY (MODULE E) 3.00 Credits

Builds pedagogical knowledge for the candidates in methodologies of assessment, planning, and instruction. Specific attention is given to the impact of assessment on learning, instruction for learning, student's application of knowledge, community context, and decision making for curriculum. Acceptance into the PACE Mastery-Based Pathway Program required.

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