EDUCATION (EDU) COURSES

EDU-101 Intro to Child & Adolescent Development
From a pedagogical perspective and using a variety of course texts, students examine theories of development, the myriad of factors that influence development, and the concept of diversity as it relates to K-12 student development. A requirement of the course is completion of field work in K-12 settings, through which students are introduced to qualitative data collection/analysis techniques. Field component: Students in EDU 101 complete a maximum of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

EDU-201 Philosophy of Education
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students’ development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. Offered fall and spring semesters.
Prerequisites: Take FRT-101.
Credit: 1
Distribution: History/Philosophy/Religion

EDU-202 Middle School Methods & Literacy
The first half of this course (taught in conjunction with EDU 203) examines the theories of young adolescent development and key curricular theories, models, and debates around the contemporary middle school in the United States with some attention to adolescent literacy development and instruction. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development and the ways in which schools seek to address the unique needs of students. In the second half, EDU 202 students will begin translating the appropriate theory and methods to lesson planning and classroom instruction especially designed for middle level learners, including literacy learning and instruction in the content areas. Students will be introduced to the process of analyzing student learning to inform instruction. As well, field work and course content will include attention to the instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. EDU 202 is required for the Secondary Licensure Program, and should be taken in the sophomore or junior year. Offered in the spring semester only. Field Component: Students fulfill their field requirement with a placement in a content-specific middle level class where they work collaboratively with a host teacher over the course of the semester. EDU 202 students are expected to participate in regular field visits (1-2 times per week) and to increase the level of their involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learners. The field work culminates in a two-week daily immersion experience in the middle school classroom wherein students collaborate with host teachers to co-plan and co-teach lessons designed to meet the developmental needs of young adolescents, with consideration for the role literacy plays in the teaching of a specific content area at the middle level.
Prerequisites: EDU-101.
Credit: 1

EDU-203 Young Adolescent Development
This course (taught in conjunction with the first half of EDU 202) examines the theories of young adolescent development and key curricular theories, models, and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students delve more deeply into a study of young adolescent development. A field component (10 hours) enables students to see how community youth programs and/or middle school settings seek to meet the needs of this unique developmental period. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the spring semester only. Field Component: Students taking EDU 203 may fulfill their field requirement in a variety of ways (e.g., placement in a middle school setting and/or by volunteering with community-based programs designed especially for young adolescents).
Prerequisites: EDU-101.
Credits: 0.5

EDU-230 Special Topics in Education
Prerequisites: none
Credits: 0.5-1
**EDU-240 Educational Policy & Evaluation**
This course examines educational policy at the federal and state levels. We will explore the role of educational policy in guiding educational evaluation, with particular focus on the use-and-abuse-of statistical approaches to the evaluation of teaching and learning. After an introduction to the assumptions underlying qualitative, quantitative, and mixed-methods designs for educational research, the focus turns to the ways in which teaching and learning processes are understood and measured in public education. Standardized testing and common practices such as “quantitizing” qualitative data are examined for their assumptions and limitations in educational settings. The goal of the course is the development of quantitative skills and literacies needed for critical participation in public discussions and decision-making about these metrics as tools for diagnosis and reform in public education. In particular, students will be prepared to better evaluate political debate and news coverage related to the assessment of teaching and learning. The calculation of descriptive statistics commonly used in classroom assessments and in standardized educational measures, including those with normal and with skewed distributions, is taught using Excel. Substantial practice is devoted to representation and interpretation of quantitative data, using Excel’s graphing and charting functions.

**Prerequisites:** Take FRT-101.

**Credit:** 1

**Distribution:** Quantitative Skills

**EDU-302 High School Methods & Diversity Educ**
This course considers the curriculum and methods relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. The first half of the semester (taught in conjunction with EDU 303) introduces students to the theory and practice that underlie constructivist approaches to planning and teaching in a diverse and multicultural world. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. EDU 302 requires the development of a research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission.

**Prerequisites:** Prereq: EDU-101., Recommended EDU-202.

**Credit:** 1

**EDU-303 Diversity and Multicultural Education**
This course (taught in conjunction with the first half of EDU 302) introduces students to the theory and practice that underlie constructivist approaches to teaching in a diverse and multicultural world. It considers curriculum and planning relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. EDU 303 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the fall semester only.

**Prerequisites:** Recommended EDU-201., Take FRT-101.

**Credits:** 0.5

**EDU-314 Theory and Practice of Peer Tutoring**
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscured foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.

**Prerequisites:** Take FRT-101 FRC-101;

**Credit:** 1

**Distribution:** Language Studies

**Equated Courses:** ENG314EDU314

**EDU-330 Studies in Urban Education**
In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. For Spring 2019 the course will NOT include an immersion trip but will incorporate digital pedagogies, speakers, and/or field trips in our study of contemporary approaches to urban education in the U.S. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.

**Prerequisites:** Take FRT-101.

**Credits:** 0.5

**EDU-370 Special Topics**
This course is a seminar focused upon historical and/or philosophical topics in education and of considers global and comparative issues. The emphasis is upon shared exploration of the general background to the issue, typically accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission.

**Level:** Counts toward the elective requirement for the Education Studies minor. Offered in the spring semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** Take FRT-101., Take 1 credit from department EDU or HIS at the 200 level or above.

**Credit:** 1
EDU-387 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-388 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-401 Content Methods: Language Arts
Teaching of Language Arts (ENGLISH): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-402 Content Methods: Math
Teaching of Mathematics: In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-403 Content Methods: Lab Sciences
Teaching of Laboratory Sciences (Physics, Biology, Chemistry): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202.
Credits: 0.5

EDU-404 Content Methods: Social Studies
Teaching of Social Studies (History, Economics, Political Science, Psychology): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202.
Credits: 0.5

EDU-405 Content Methods: World Languages
Teaching of Foreign Languages (Modern): In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5
EDU-423 Student Teaching Practicum
The purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with practical teaching experience in a secondary school setting. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work collaboratively with a mentor teacher. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to complete 12-13 weeks of student teaching and spend the remaining weeks of the semester completing assignments, including the Analysis of Student Learning project and the Program Portfolio. The co-teaching model serves as the framework for the practicum, which enables teacher candidates to have a collaborative mentoring relationship with their mentor teachers. As the third piece in this collaboration, college supervisors serve as facilitators, resources, and overseers of the practicum experience. Teacher candidates are further supported during the bi-monthly seminar meetings on campus. Topics covered in the seminar meetings include: lesson planning, differentiated instruction, student assessment, technology, classroom management, and education law. Offered in fall and spring semesters.

Prerequisites: EDU-101, 201, 202, 302, 330. 0.5 credits from EDU-401, 402, 403, 404

Credits: 3

EDU-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1

EDU-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5