

Education Courses Related to Social Studies (RX)

- EDU 401 Introduction to Elementary Education 2 credits**
Provides a field research experience of the teaching profession through teaching activities, relevant research and inquiry. Thirty hours of field experience in an elementary school is mandatory and forms the core of this course. Students gain “first-hand” classroom experience to clarify career goals and aspirations, as well as to provide an action learning opportunity to integrate the UDM teacher education framework of Teacher as Scholar, Inquiring Educator and Moral Agent. *(In process of being changed to combined course with EDU 402)*
- EDU 402 Introduction to Secondary Education 2 credits**
Provides a field research experience of the teaching profession through teaching activities, relevant research and inquiry. Thirty hours of field experience in a secondary school is mandatory and forms the core of this course. Students gain “first-hand” classroom experience to clarify career goals and aspirations, as well as to provide an action learning opportunity to integrate the UDM teacher education framework of Teacher as Scholar, Inquiring Educator and Moral Agent. *(In process of being changed to combined course with EDU 401)*
- EDU 420 Philosophy of Education 3 credits**
Prerequisite: Junior standing or permission of dean.
Relates contemporary theories of education with philosophical and historical starting points as well as ethical implications for educational practice. Applies the UDM Teacher Candidates’ Code of Professional Ethics. Engages students in professional scholarly inquiry on the issues and alternatives to consider as one articulates a personal philosophy of education.
- EDU 432 Psychology of Education 3 credits**
Pre-or Co-requisite: EDU 401/402
Application of psychological theories and research findings to the field of education and teaching. Major topics include nature and direction of the learning process, cultural influences on learning, evaluation/measurement methods, learning styles, motivation, discipline, dimensions of student mental health, intelligence, critical and creative thinking and the principles of human development (infancy through senescence). Thirty-two hours of supervised clinical experience incorporate the above topics with diagnostic skills, curriculum planning and design, time management, instructional programming, teaching and management skills.
- EDU 440 School and Society 3 credits**
Sociological implications for formal and informal as well as structured and unstructured education; analysis of the school as a specific social institution in society; the effects of social class, stratification, caste, role, status and peer group relationships in education. Topics included: educational finance, organization of schools and private education.
- EDU 441 Methods and Materials of Instruction for Science in Elementary and Middle Schools 2 credits**
Prerequisite: MBST, EDU 401, 432 and 459
Design of effective science instruction with a focus on National Science Teachers Association objectives and its integration into the curriculum through practical strategies, collaborative activities and technology. An interdisciplinary approach blending both science content areas and classroom applications will be utilized. Additional emphasis will be placed on research including a review and analysis of contemporary issues. Both classroom and field experiences are an integral part of this course.

- EDU 473 Curriculum and Methods of Teaching in Secondary Schools: Social Studies** **3 credits**
 Foundation of knowledge and skills to teach history, geography, economics, political science and social science courses at the middle and high school levels. Focus is on design, implementation, and evaluation of units/lessons with well-articulated outcomes, appropriate instructional strategies and relevant assessments. Topics include: communication of concepts; curricular organization of secondary social studies; resources for curriculum development and instruction; and critical examination of practice. Students continue development of professional portfolios.
- EDU 474 Curriculum and Methods of Teaching in Secondary Schools II: Communication Arts** **3 credits**
Prerequisite: MBST, EDU 402, 432, 469
 Objectives and curricular organization of secondary schools and of communication arts courses; content, sequence and methods to accomplish these objectives. Measurement, evaluation and reporting to parents. Preparation of plans with class demonstration.
- EDU 475 Curriculum and Methods of Teaching in Secondary Schools II: Science** **3 credits**
Prerequisite: MBST, EDU 402, 432, 469
 Objectives and curricular organization of secondary schools and of science courses; content, sequence and methods to accomplish these objectives. Measurement, evaluation and reporting to parents. Preparation of plans with class demonstration.
- EDU 478/578 Reading in the Content Areas** **3 credits**
Prerequisite: MBST, EDU 401/402, 432
 Emphasizes techniques and approaches for teaching reading within the content area. Designed for elementary and secondary teachers, reading specialist and school administrators. Topics include formal and informal assessment procedures, the identification of basic skills of critical importance to content study and the development of effective organizational techniques for meeting a variety of reading abilities in a classroom.
- EDU 489 Student Teaching in the Elementary and Middle Schools** **8 credits**
Prerequisite: MBST; methods courses
 Teaching and related activities five days per week in an elementary school under the supervision of the classroom teacher and University supervisor. 15 weeks. Seminars and conferences.
- EDU 490 Student Teaching in the Secondary Schools** **8 credits**
Prerequisite: MBST; methods courses
 Teaching and related activities five days per week in a secondary school under the supervision of the classroom teacher and University supervisor. 15 weeks. Seminars and conferences.
- EDU 513 Principles of Learning, Development, and Adjustment** **3 credits**
 In-depth study of research findings in learning theory including the nature and direction of the learning process, intelligence, critical and creative thinking, evaluation and measurement, and motivation. Principles of development (infancy to senescence) and the influences on learning and adjustment including cultural, learning styles/patterns, etc. are examined.
- EDU 600 Computer Uses in Education** **3 credits**
 Advanced study of current trends and methodology strategies in technology and their integration into the curriculum. Hardware and software applications utilized in education and human services. Research of contemporary issues in this area.

SED 460 The Education and Mainstreaming of Exceptional Persons 3 credits
Overview, research, general background, nature, and characteristics of each special education category (AI, CI, ECDD, EI/BD, G, HI, LD, OHI, POHI, SLI, SMI, SXI, TBI, VI) are presented. Various growth and developmental patterns, learning styles, educational, social, psychological and physical needs are addressed. Basic commonalities and differences between various exceptionalities and general education students are explored. Methodologies and approaches to meet the needs of the various exceptionalities are examined. Special education Federal and State legislation is studied.

EDU 514 Society and Education 3 credits
A critical review of societal changes in contemporary American society and their impact and implications on the structure of American education. Examination of various movements designed to meet these changes and projections for schools of the future including the status of the American teaching profession, the cultural diversity of the school, and multicultural education.

EDU 525 Educational Policy Studies 3 credits
Educational policies that affect the contemporary American school. An analysis of the policy development process through conflicting visions with a special emphasis on the role of philosophy of education as a factor driving policy decision-making in education. Students engage in policy decision-making situations required by educational professionals.

SED 560 Exceptional Persons 3 credits
Introduction, overview, research, general background, nature, and characteristics of the following various special education classifications: the educable impaired, trainable impaired, emotionally impaired/behaviorally disordered, physically and otherwise health impaired, learning disabled, visually impaired, hearing impaired, multiple impaired, traumatic brain injured, and gifted. Various growth and developmental patterns, learning styles, and the implication(s) of their impairment to their education, role(s) in society, psychological and social development, and productivity. Commonalities and differences between the various exceptionalities and the regular education student in regard to social, emotional, behavioral, intellectual, and physical growth and development are explored. The principles of the "least restrictive" environment are explored. Special education federal and state legislation is presented and discussed.