EDUCATION (ED)

ED 199. SPECIAL TOPICS. (1-16 Credits)
Students in this course receive training and experience in one-on-one and group tutoring in varied courses. They are then assigned tutees. This course is repeatable for 16 credits.

ED 216. *PURPOSE, STRUCTURE, AND FUNCTION OF EDUCATION IN A DEMOCRACY. (3 Credits)
Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. (Bacc Core Course) Attributes: CPDP – Core, Perspective, Difference/Power/Discrimination Equivalent to: ED 216H

ED 216H. *PURPOSE, STRUCTURE, AND FUNCTION OF EDUCATION IN A DEMOCRACY. (3 Credits)
Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. (Bacc Core Course) Attributes: CPDP – Core, Perspective, Difference/Power/Discrimination; HNRS – Honors Course Designator Equivalent to: ED 216

ED 219. CIVIL RIGHTS AND MULTICULTURAL ISSUES IN EDUCATION. (3 Credits)
Examination of the context of working with students, schools, communities, and workplaces; the diversity of learning cultures (e.g., urban, suburban, rural) and the diversity among learners within those different cultures; and the influence of culture on one’s learning.

ED 253. LEARNING ACROSS THE LIFESPAN. (3 Credits)
An exploration of how learning occurs at all ages from early childhood through adulthood. Covers major and emerging theories and styles, self-reflection on implications of how learning occurs for self and others, and the impact of these issues on the development and delivery of instruction.

ED 299. SPECIAL TOPICS. (1-16 Credits)
This course is repeatable for 16 credits.

ED 309. FIELD PRACTICUM. (3-6 Credits)
Placement in either an elementary, middle or secondary school. To assist students to develop competencies in dealing with children or adolescents according to the individual major of the university student. This course is repeatable for 18 credits.

ED 340. *SUPPORTIVE DIFFERENTIATED ENVIRONMENTS. (3 Credits)
Addresses special abilities and needs of learners and helps prepare teachers to develop strategies and instructional practices for diverse learners and students with exceptionalities in a supportive and inclusive classroom. (Writing Intensive Course) Attributes: CWIC – Core, Skills, WIC

ED 399. SPECIAL TOPICS. (1-16 Credits)
This course is repeatable for 16 credits.

ED 401. RESEARCH. (1-16 Credits)
This course is repeatable for 16 credits.

ED 402. INDEPENDENT STUDY. (1-16 Credits)
This course is repeatable for 16 credits.

ED 403. THESIS. (1-16 Credits)
This course is repeatable for 16 credits.

ED 405. READING AND CONFERENCE. (1-16 Credits)
This course is repeatable for 16 credits.

ED 406. PROJECTS. (1-3 Credits)
This course is repeatable for 16 credits.

ED 407. SEMINAR. (1-16 Credits)
This course is repeatable for 16 credits.

ED 408. WORKSHOP. (1-3 Credits)
Equivalent to: ED 408H
This course is repeatable for 16 credits.

ED 408H. WORKSHOP. (1-3 Credits)
Attributes: HNRS – Honors Course Designator Equivalent to: ED 408
This course is repeatable for 16 credits.

ED 409. PRACTICUM/CLINICAL EXPERIENCE. (1-16 Credits)
This course is repeatable for 16 credits.

ED 410. INTERNSHIP/WORK EXPERIENCE. (1-18 Credits)
This course is repeatable for 18 credits.

ED 411. EDUCATIONAL PSYCHOLOGY, LEARNING AND DEVELOPMENT. (3 Credits)
An opportunity to begin the transition from student to teacher. Explores the relationship between human development and learning through the life cycle.

ED 412. LEARNING STYLES AND NEEDS IN ADOLESCENCE. (2 Credits)
Exploration of the particular learning styles and needs of the adolescent, major and emerging learning theories, individual learning styles including one’s own learning styles, self-reflection on implications of how learning occurs, and the impact of these issues on the development and delivery of instruction.

ED 413. LEARNING ENVIRONMENTS I: FOSTERING CLASS ENGAGEMENT. (3 Credits)
Creating a positive culture in the classroom, managing student behavior, and engaging students in critical learning discourse are challenges faced by all educators. Students will learn to develop the components of a productive and safe learning environment.

ED 414. LEARNING ENVIRONMENTS II: ADVANCING EVERY STUDENT. (2 Credits)
Students will expand their knowledge about constructing a positive K-12 classroom environment to a productive learning environment accommodated to fit the needs of a diversified student population. Prerequisites: ED 413 with D- or better

ED 420. CLASSROOM MANAGEMENT. (3 Credits)
Build knowledge and learn techniques for cultivating a positive learning environment and for managing classrooms. Learn through examining the literature and observing relevant learning environments and classrooms. Explore factors that influence student behavior, including those associated with social and/or multicultural student populations.

ED 424. TEACHER AS REFLECTIVE PRACTITIONER. (2-3 Credits)
Designed to help teachers make complex judgments based upon their knowledge and understanding of their students, the curriculum, and larger social and cultural issues through reflective practice. Problem solving related to teaching with strong focus on generating new knowledge about teaching, learning, and assessment. Prerequisites: ED 407 with D- or better and/or TCE 407 with D- or better
This course is repeatable for 3 credits.
ED 425. CURRICULUM IMPLEMENTATION AND INSTRUCTIONAL STRATEGIES 7-12. (4 Credits) The relationship of theory to practice in teaching the content areas in grades 7-12 is examined. General curriculum trends as well as content selection in specific endorsement/subject areas are explored. This course is preparation for and is coordinated with part-time student teaching.

ED 427. ALTERNATIVE ASSESSMENT FOR MIDDLE AND HIGH SCHOOL. (2 Credits) Introduces methods of assessment that encourage effective learning. Students will design assessments aligned to national, state, and local standards as they prepare and implement a teaching unit in their practicum. Taken concurrently with TCE 410, Part-Time Student Teaching in Middle or High School.

ED 429. CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR CTE. (3 Credits) Build knowledge and skills in curriculum design, instructional strategies, and assessment for successful teaching in a Career and Technical Education and other specialty areas: (a) Agriculture Food and Natural Resource Systems, (b) Arts, Information and Communications, (c) Business Management, (d) Health Sciences (e) Human Resources, (f) Industrial and Engineering Systems, (g) Family and Consumer Sciences, (h) Career Trades.

ED 440. HUMAN DEVELOPMENT AND PSYCHOLOGY OF THE ADOLESCENT. (3 Credits) Examines research from psychology, human development, and neuroscience to provide a holistic understanding of adolescents and learning with a focus on the middle/secondary student. Investigates the influence of family, neighborhood, peer, and school contexts on brain development; identity formation; and the challenges and opportunities of adolescence.

ED 450. FOUNDATIONS OF EDUCATION AND PLANNING. (4 Credits) The first of three courses examining the iterative cycle of curriculum planning, instruction and assessment. An introduction to learning theory and the relationship between teaching and learning provide the foundation. An overview of the complete teaching cycle leads to a focus on curriculum planning based on state standards.

ED 452. USING DATA TO SUPPORT ALL STUDENTS. (3 Credits) Teacher candidates will gather and analyze student data to inform instructional practice devoted to enhancing student learning; develop data literacy skills; differentiate instruction for targeted groups and individualized student learners while continuing to foster higher-order thinking and communication skills in the whole class: analyze patterns and gaps in individualized student learning; apply differentiated instruction and assessment strategies to support student growth; engage learners in goal setting; and identify teaching and assessment strategies to work with students with exceptional needs.

Prerequisites: ED 451 with C or better

ED 456. STRATEGIES FOR TEACHING LANGUAGE ARTS AND SOCIAL STUDIES. (3 Credits) Exploration of language arts and social studies programs (e.g., children's literature, writing, special needs, spelling, and cultural factors). Development of research-based teaching strategies and assessment. Focuses on the development of inquiry approaches that reflect interdisciplinary curriculum as well as subject-specific pedagogy in the teaching of both social studies and language arts.

ED 457. TEACHING ELEMENTARY MATHEMATICS FOR UNDERSTANDING. (3 Credits) Part of the Education Double Degree. Explores the teaching of mathematics in K-8 classrooms in a manner consistent with state and national standards. Students learn teaching strategies that incorporate the development of mathematical models and mental constructs.

ED 458. STRATEGIES FOR TEACHING WELLNESS AND FINE ARTS. (2 Credits) Exploration of recent trends and research-based practices in the teaching of wellness, physical education, and fine arts. Includes strategies, assessments, special needs, integrating curriculum through developmentally appropriate practices, content standards, and the value of developing holistic learners though an effective wellness and fine arts program.

ED 465. ELEMENTARY METHODS: LITERACY. (4 Credits) Understanding the theoretical and developmental foundations for literacy programs K-5; targeted reading, writing, listening, vocabulary, and speaking skill needs assessments; organizational strategies for teaching literacy; understanding dyslexia and how to differentiate instruction for students with dyslexia; and the integration of cultural diversity and social justice into literacy learning.

ED 466. ELEMENTARY METHODS II: MATHEMATICS. (4 Credits) Exploration of the teaching of early childhood/elementary school mathematics with emphases on problem solving, connections, representation, communication, reasoning and proof. Course will incorporate the development of mathematical models and mental constructs. Research-based, developmentally appropriate and culturally relevant practices will be incorporated into lessons.

ED 467. ELEMENTARY METHODS III: NATURAL AND SOCIAL SCIENCE. (4 Credits) Inquiry approaches to the teaching and learning of the natural and social sciences are used to explore the structure of the disciplines and support the creation of instructional units that develop disciplinary knowledge and practices/skills while highlighting cross-cutting themes. Scientific literacy and civic competence are emphasized.

ED 470. BILITERACY INSTRUCTION. (3 Credits) Explores literacy development in Spanish and English. Examines differences in literacy development across the two languages, as well as pedagogical approaches that leverage students' home language and literacy practices. Explores equity and bias in classroom language practices. Taught bilingually in Spanish and English.

Prerequisites: ED 472 (may be taken concurrently) with C or better

ED 471. MULTILINGUAL LINGUISTICS. (3 Credits) Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on academic language development and teaching implications for emergent bilingual students in Spanish-English K-12 dual language programs. Taught bilingually in Spanish and English.

Prerequisites: ED 472 (may be taken concurrently) with C or better

ED 472. FOUNDATIONS OF ESOL EDUCATION. (3 Credits) Examines characteristics of English language learners (ELLs), key theories in language acquisition, the role of culture in language development, and instructional program models for ELLs, while considering implications for classroom instruction.
ED 473. INSTRUCTIONAL APPROACHES FOR ESOL EDUCATION. (3 Credits)
Examines characteristics of standards-based content-area instruction for emergent bilinguals. Includes integration of content and language development, classroom-based assessment, and use of technology to support student learning.
Prerequisites: ED 472 with C or better

ED 474. PROJECT-BASED MATHEMATICS. (3 Credits)
Building on the foundational concepts covered in ED 457 and ED 466/ED 566, students will plan and apply project-based lessons. Students will transfer knowledge and skills of mathematics to real world problems and will learn to teach with a project-based approach.

ED 475. INTEGRATED STEM. (3 Credits)
Students will continue to develop their pedagogical content knowledge in science, technology, engineering, mathematics, and integrated STEM. Students will develop a deeper understanding of the crosscutting concepts common to all science endeavors and will learn how to use these concepts to bridge across science or STEM curriculum units. Students will also examine and develop expertise in using science and engineering practices to lead students in authentic inquiry. Integrating crosscutting concepts, science and engineering practices, and disciplinary core ideas, students will learn and practice the development of curriculum and instruction utilizing the engineering design process.

ED 476. PARTNERSHIPS AND IDEOLOGIES IN ESOL EDUCATION. (3 Credits)
Considers social and political issues pertaining to educating English language learners. Focuses on exploring multiple ideologies in ESOL and building partnerships across schools, families, and communities.
Prerequisites: ED 472 with C or better

ED 477. DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS. (3 Credits)
Building on the foundational concepts covered in HDFS 431, this course goes into greater depth on how to provide students with a range of exceptionalities with education in the least restrictive environment. Teacher candidates will explore differentiated instruction techniques for students with special needs that can be used in both the regular education and pull out Special Education resource classrooms.

ED 478. SPECIAL EDUCATION LAW RIGHTS AND REGULATIONS. (3 Credits)
In-depth review of special education law and regulations that protect and provide educational rights for students with disabilities. Teacher candidates will leave the class understanding both the historical and current legal rights of students receiving special education and how to best meet those rights in both the regular and special education resource classrooms.

ED 479. LINGUISTICS FOR TEACHERS. (3 Credits)
Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on teaching implications—from psycholinguistic, sociolinguistic, and critical perspectives—for emergent bilingual students in P-12 contexts.
Prerequisites: ED 472 with C or better

ED 480. TEACHING MATH TO SECONDARY LEARNERS IN CONTEXT. (3 Credits)
Enhance and reinforce mathematics embedded within occupational-specific curricula taught at the secondary level to prepare Career and Technical Education teachers for licensure.
ED 507. SEMINAR. (1-16 Credits)
This course is repeatable for 16 credits.

ED 508. WORKSHOP. (1-16 Credits)
This course is repeatable for 16 credits.

ED 509. PRACTICUM. (1-16 Credits)
This course is repeatable for 16 credits.

ED 510. INTERNSHIP. (1-18 Credits)
By special permission and arrangement.
This course is repeatable for 40 credits.

ED 513. LEARNING ENVIRONMENTS I: FOSTERING CLASS ENGAGEMENT. (3 Credits)
Creating a positive culture in the classroom, managing student behavior, and engaging students in critical learning discourse are challenges faced by all educators. Students will learn to develop the components of a productive and safe learning environment.

ED 514. LEARNING ENVIRONMENTS II: ADVANCING EVERY STUDENT. (2 Credits)
Students will expand their knowledge about constructing a positive K-12 classroom environment to a productive learning environment accommodated to fit the needs of a diversified student population.
Prerequisites: ED 513 with B or better

ED 515. LEARNING ENVIRONMENTS III: CULTURES AND COMMUNITIES. (2 Credits)
The third in a series of courses to assist the Teacher candidate in developing a classroom culture of learning that challenges every student to succeed and thrive. Teacher candidates will understand the important role that culture and community play in the teaching and learning process, and develop culturally responsive teaching practices.
Prerequisites: ED 513 with B or better and ED 514 [B]

ED 517. ACADEMIC WRITING FOR MASTER'S STUDENTS. (1 Credit)
A writing refresher that addresses academic voice, style, tone, construction, conventions, and writing style appropriate for master's-level research papers and capstones.
This course is repeatable for 2 credits.

ED 518. PROFESSIONAL PRACTICE IN THE TEACHING COMMUNITY. (2 Credits)
The professional themes of communication, collaboration, reflection, knowledge of learners, professional ethics, social justice and cultural understanding will be explored and applied to teaching contexts, behaviors, dispositions, and actions.

ED 519. CAPSTONE: TEACHING AS A PROFESSION. (3 Credits)
Capstone course for the MAT in which teacher candidates further develop their educational philosophy and analyze their professional growth in alignment with national standards.

ED 520. CLASSROOM MANAGEMENT. (3 Credits)
Build knowledge and learn techniques for cultivating a positive learning environment and for managing classrooms. Learn through examining the literature and observing relevant learning environments and classrooms. Explore factors that influence student behavior, including those associated with social and/or multicultural student populations.

ED 521. FUNDS OF KNOWLEDGE IN EDUCATION. (3 Credits)
An introduction to multicultural education and developing cultural competence by using a funds of knowledge approach. This approach helps educators combine fieldwork and ethnographic research methods to gain cultural competence about the students they serve. Educators explore their own funds of knowledge as well as the children's through exploring their community and developing activities centered on children's own connections and resources.

ED 522. RACIAL AND CULTURAL HARMONY IN THE K-12 CLASSROOM. (3 Credits)
An overview of many issues relevant to the increasingly diverse student population in public schools today. It explores how a culturally competent perspective can be incorporated into curriculum design, teaching strategies, and interactions with students and parents. The course is both self-directed and communal, requiring students to respond to the materials and each other, yet at their own pace.

ED 524. TEACHER AS REFLECTIVE PRACTITIONER. (2-3 Credits)
Designed to help teachers make complex judgements based upon their knowledge and understanding of their students, the curriculum, and larger social and cultural issues through reflective practice. Problem solving related to teaching with strong focus on generating new knowledge about teaching, learning, and assessment.

ED 528. ASSESSMENT FOR LEARNING. (3 Credits)
Applies the formative learning cycle to through development of an assessment plan. Examines various formative assessment practices that promote higher order thinking and empower students to show evidence of their learning through self-assessment and feedback.

ED 531. SCIENCE METHODS I: INQUIRY AND THE NATURE OF SCIENCE. (4 Credits)
Introduction to (1) fundamentals of science teaching including the nature of science and inquiry, (2) designing instructional sequences and selecting curriculum resources aligned to state science standards and research-based learning progressions, (3) effective teaching moves, (4) supporting acquisition of academic language, and (5) productive and safe science learning environments.
Equivalent to: SED 513

ED 532. SCIENCE METHODS II: SUPPORTING STUDENTS’ CONCEPTUAL CHANGE. (4 Credits)
Development of skill in identifying and addressing misconceptions or naive conceptions as part of the individualized conceptual change process. Integration of technology tools for instruction and assessment. Development of high-leverage science teaching practices with a focus on enhancing classroom discourse and evidence-based argumentation with a survey of science curriculum models.
Prerequisites: ED 531 with B or better

ED 533. SCIENCE METHODS III: SCIENCE FOR ALL LEARNERS. (4 Credits)
Teaching science as a community of practice means addressing the needs of all learners, particularly those underrepresented in science. Uses technology to enhance high-leverage teaching practices and practices safe and effective laboratory teaching methods. Explores contextualized and interdisciplinary approaches to science education.
Prerequisites: ED 531 with B or better and ED 532 [B]
ED 537. MATHEMATICAL METHODS I: FOUNDATIONS OF NUMERICAL
THOUGHT. (4 Credits)
Introduction to the fundamentals of mathematics teaching including the
nature and goals of mathematical thinking, numeracy, inquiry, and related
academic language of mathematics. Students are introduced to the high
high-leverage practices of ambitious mathematics teaching, designing
instructional sequences and selecting curriculum resources aligned to
state science standards and research-based learning progressions.
Equivalent to: SED 514

ED 538. MATHEMATICS METHODS II: CYCLES OF ENACTMENT. (4
Credits)
Teacher candidates create instructional units based on student
knowledge and skill while attending to needed accommodations.
Designed to help the teacher candidate select or modify instructional
materials based on student prior knowledge, experience, and interests; make
accommodations for students; and provide for multiple
representations across a unit of instruction.
Prerequisites: ED 537 with B or better

ED 539. MATHEMATICAL METHODS III: MATHEMATICS FOR EVERY
LEARNER. (4 Credits)
Teacher candidates will develop practices that support all students,
regardless of background or ability. The teacher candidate will design
a unit of instruction with complex learning goals that are cross- and
multi-disciplinary, draw on multiple perspectives, and invoke higher order
thinking and communication skills.
Prerequisites: ED 537 with B or better and ED 538 [B]

ED 540. HUMAN DEVELOPMENT AND PSYCHOLOGY OF THE
ADOLESCENT. (3 Credits)
Examines research from psychology, human development, and
neuroscience to provide a holistic understanding of adolescents and
learning with a focus on the middle/secondary student. Investigates the
influence of family, neighborhood, peer, and school contexts on brain
development; identity formation; and the challenges and opportunities of
adolescence.

ED 542. TEACHER LEADERSHIP. (3 Credits)
Examines current conceptions, research, and philosophies of educational
leadership. The goal is to promote teacher-leadership in effective
teaching and learning and influence in local educational policies and
programs.

ED 544. TEACHING CRITICAL LITERACY. (3 Credits)
Examines literacy curriculum and teaching practices in various real
world contexts, such as critical literacy, supporting second language
learners, argumentation, reading engagement and social justice. While
still addressing technical dimensions of literacy education, students write
critical literacy curricula, take turns leading critical book discussions, and
learn to critique text bias. Course challenges students to develop critical
consciousness as teachers of literacy in a democracy.

ED 548. STUDENTS WITH SPECIAL NEEDS. (2 Credits)
Explores the broad range of special needs that are represented in today's
classrooms. Addresses various types and characteristics of disabilities as
well as collaborating with specialists and families with children with
special needs. Discussion strategies and instructional practices to
enhance the learning of diverse students in the inclusive classroom.

ED 549. TEACHING IN A DIFFERENTIATED AND DIVERSE CLASSROOM.
(3 Credits)
Addresses the philosophical framework, strategies, and assessment of
differentiation to meet the needs of all students in the classroom.

ED 550. THE EFFECTIVE TEACHING CYCLE I: FOUNDATIONS AND
PLANNING. (4 Credits)
The first of three courses examining the iterative cycle of curriculum
planning, instruction, and assessment. An introduction to learning
theory and the relationship between teaching and learning provides the
foundation. An overview of the complete teaching cycle leads to a focus
on curriculum planning based on state standards.

ED 551. THE EFFECTIVE TEACHING CYCLE II: ASSESSMENT. (4 Credits)
The second of three courses examining the iterative cycle of curriculum
planning, instruction, and assessment. Learning in this class will
concentrate on assessment for and of learning and its importance to
student engagement and advancement.
Prerequisites: ED 550 with B or better

ED 559. STRATEGIES FOR TEACHING HUMANITIES. (3 Credits)
Pedagogical approaches to teaching language arts and social studies in
K-5, multiple subject classrooms. Focus on developing research-based
daily lessons and unit plans that integrate curriculum, support national
standards, and use an inquiry approach for student learning.

ED 560. CHANGES IN ESOL EDUCATION. (3 Credits)
Explores recent developments in education for K-12 emergent bilingual
students, examining changes in theory, policy, and instruction. Practice-
based projects draw on new language acquisition theories to address
both language and content-knowledge development. Course work
intended for K-12 teachers who earned an ESOL endorsement more than
five years ago, as well as those with equivalent background knowledge.

ED 561. ACTION RESEARCH. (1-3 Credits)
Examines action research as a vehicle for teacher and administrator
professional development. Specific topics of study include problem
posing, data collection and analysis, theory building, and writing the
report. This course is repeatable for 3 credits.

ED 562. INTRODUCTION TO EDUCATIONAL RESEARCH. (3 Credits)
Explores the purpose and use of social science research in education
with emphasis on action and applied research. Designed to help teachers
and informal educators to critically read, interpret, and apply research
findings to the diverse contexts in which they work, and to become
informed consumers of educational research.

ED 565. ELEMENTARY METHODS: LITERACY. (4 Credits)
Understanding the theoretical and developmental foundations for
literacy programs K-5; targeted reading, writing, listening, vocabulary, and
speaking skill needs assessments; organizational strategies for teaching
literacy; understanding dyslexia and how to differentiate instruction for
students with dyslexia; and the integration of cultural diversity and social
justice into literacy learning.

ED 566. ELEMENTARY METHODS: MATHEMATICS. (4 Credits)
Exploration of the teaching of early childhood/elementary school
mathematics with emphases on problem solving, connections,
representation, communication, reasoning and proof. Course will
incorporate the development of mathematical models and mental
constructs. Research-based, developmentally appropriate and culturally
relevant practices will be incorporated into lessons.

ED 567. ELEMENTARY METHODS: NATURAL AND SOCIAL SCIENCE. (4
Credits)
Inquiry approaches to the teaching and learning of the natural and social
sciences are used to explore the structure of the disciplines and support
the creation of instructional units that develop disciplinary knowledge
and practices/skills while highlighting cross-cutting themes. Scientific
literacy and civic competence are emphasized.
ED 570. BILITERACY INSTRUCTION. (3 Credits)
Explores literacy development in Spanish and English. Examines differences in literacy development across the two languages, as well as pedagogical approaches that leverage students’ home language and literacy practices. Explores equity and bias in classroom language practices. Taught bilingually in Spanish and English.
Prerequisites: ED 572 (may be taken concurrently) with C or better

ED 571. MULTILINGUAL LINGUISTICS. (3 Credits)
Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on academic language development and teaching implications for emergent bilingual students in Spanish-English K-12 dual language programs. Taught bilingually in Spanish and English.
Prerequisites: ED 572 (may be taken concurrently) with C or better

ED 572. FOUNDATIONS OF ESOL EDUCATION. (3 Credits)
Examines characteristics of English language learners (ELLs), key theories in language acquisition, the role of culture in language development, and instructional program models for ELLs, while considering implications for classroom instruction.

ED 573. INSTRUCTIONAL APPROACHES FOR ESOL EDUCATION. (3 Credits)
Examines characteristics of standards-based content-area instruction for emergent bilinguals. Includes integration of content and language development, classroom-based assessment, and use of technology to support student learning.
Prerequisites: ED 572 with C or better

ED 574. PROJECT-BASED MATHEMATICS. (3 Credits)
Building on the foundational concepts covered in ED 457 and ED 466/ED 566, students will plan and apply project-based lessons. Students will transfer knowledge and skills of mathematics to real world problems and will learn to teach with a project-based approach.

ED 575. INTEGRATED STEM. (3 Credits)
Students will continue to develop their pedagogical content knowledge in science, technology, engineering, mathematics, and integrated STEM. Students will develop a deeper understanding of the crosscutting concepts common to all science endeavors and will learn how to use these concepts to bridge across science or STEM curriculum units. Students will also examine and develop expertise in using science and engineering practices to lead students in authentic inquiry. Integrating crosscutting concepts, science and engineering practices, and disciplinary core ideas, students will learn and practice the development of curriculum and instruction utilizing the engineering design process.

ED 576. PARTNERSHIPS AND IDEOLOGIES IN ESOL EDUCATION. (3 Credits)
Considers social and political issues pertaining to educating English language learners. Focuses on exploring multiple ideologies in ESOL and building partnerships across schools, families, and communities.
Prerequisites: ED 572 with C or better

ED 577. DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS. (3 Credits)
Building on the foundational concepts covered in HDFS 431, this course goes into greater depth on how to provide students with a range of exceptionalities with education in the least restrictive environment. Teacher candidates will explore differentiated instruction techniques for students with special needs that can be used in both the regular education and pull out Special Education resource classrooms.

ED 578. SPECIAL EDUCATION LAW RIGHTS AND REGULATIONS. (3 Credits)
In-depth review of special education law and regulations that protect and provide educational rights for students with disabilities. Teacher candidates will leave the class understanding both the historical and current legal rights of students receiving special education and how to best meet those rights in both the regular and special education resource classrooms.

ED 579. LINGUISTICS FOR TEACHERS. (3 Credits)
Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on teaching implications—from psycholinguistic, sociolinguistic, and critical perspectives—for emergent bilingual students in P-12 contexts.
Prerequisites: ED 572 with C or better

ED 580. STRATEGIES FOR DEVELOPING LITERACY. (3 Credits)
Focus on teaching of reading to K-5 students. Instruction in pedagogical techniques and assessment on teaching vocabulary, comprehension, phonic and fluency. Strategies related to motivation to read, integration of cultural diversity and social justice and the needs of diverse learners in literacy development are also addressed.

ED 581. ELL METHODS I: ADOLESCENT LITERACY. (4 Credits)
Teaching language arts to middle and high school students requires a deep understanding of how reading and writing to learn occur. Guided by current professional and state literacy standards, students will learn to assess and advance adolescent reading comprehension, and writing and speaking skills.

ED 582. ELL METHODS II: STRATEGIES FOR GRADES 5-12. (4 Credits)
Explores the integration and implementation of curriculum and high leverage instructional practices that respond to the learning needs of adolescents in language arts classrooms. Examines the importance of metacognitive strategies in the teaching of content-related skills and concepts, and how to create school cultures that support high achievement.

ED 583. ELL METHODS III: CURRICULUM AND THE PROFESSION. (4 Credits)
Learning to teach language arts as a community of practice including the development of high-leverage instructional practices. Focus on enhancing classroom discourse and building student comprehension, meaning construction, interpretation, and response to complex text. Integration of technology tools for instruction and assessment.
Prerequisites: ED 584 with B or better and ED 585 [B]

ED 584. ELL METHODS I: ADOLESCENT LITERACY. (4 Credits)
Teaching social studies to middle and high school students requires a deep understanding of how reading and writing to learn occur. Guided by current professional and state literacy standards, students will learn to assess and advance adolescent content reading comprehension, writing and speaking skills.

ED 585. ELL METHODS II: STRATEGIES FOR GRADES 5-12. (4 Credits)
Explores the integration and implementation of curriculum and high leverage instructional practices that respond to the learning needs of adolescents in secondary social studies classrooms. Examines the importance of metacognitive strategies in the teaching of content-related skills and concepts, and how to create school cultures that support high achievement.
ED 589. SOCIAL STUDIES METHODS III: CURRICULUM AND THE PROFESSION. (4 Credits)
Learning to teach social studies as a community of practice including the development of high-leverage instructional practices. Focus on curriculum strategies that provide opportunities for learners to develop and use facts, concepts, interpretations, and analyses to build and support arguments. Integration of technology tools for instruction and assessment.
**Prerequisites:** ED 587 with B or better and ED 588 [B]

ED 590. SOCIAL JUSTICE IN EDUCATION. (3 Credits)
Examines social, environmental and ecological justice in educational settings focusing on bias critique in text, development of social justice curriculum, and creation of an action related to a social justice issue. The interconnectedness of social and ecological justice is also explored. Various international justice standards are used to ground students' work in curriculum development.

ED 592. TECHNOLOGY TOOLS FOR TEACHING. (2 Credits)
Teacher candidates will learn the technology skills needed to be successful as a classroom teacher. Topics range from exploration of how digital tools can be used in instruction, assessment, communication, and collaboration in educational settings to bring vibrant energy into student learning and engagement. The course also covers responsible digital citizenship, responsible use and ethics of technology in the classroom.

ED 594. DIFFERENTIATION. (2 Credits)
Issues of K-12 learner and the role of culture, language, and group identification in learning will be examined and applied to the consideration of differentiated instructional strategies.

ED 595. EDUCATIONAL DEVELOPMENT. (2 Credits)
Issues of K-12 learner social/emotional/cognitive development across multiple areas of learning will be examined, with consideration given to impact on classroom pedagogy.

ED 596. TECHNOLOGY FOR EDUCATORS. (3 Credits)
Explore the integration of current and emerging technologies into K-12 content areas by engaging learners in real world issues and learning in a social context. Integrate technologies that promote critical thinking, communication, collaboration, and creativity. Discuss technologies in terms of cultural linguistic diversity. Gain transferable skills. Taught via Ecampus only.

ED 597. K-5 STEM INTEGRATION IN DIVERSE CLASSROOMS. (2 Credits)
An investigation of theory and practice related to science teaching and learning in diverse classrooms through integration of science, math, literacy and social studies.

ED 599. SPECIAL TOPICS. (1-4 Credits)
*This course is repeatable for 90 credits.*

ED 601. RESEARCH. (1-16 Credits)
*This course is repeatable for 16 credits.*

ED 602. INDEPENDENT STUDY. (1-16 Credits)
*This course is repeatable for 16 credits.*

ED 603. THESIS. (1-16 Credits)
*This course is repeatable for 999 credits.*

ED 605. READING AND CONFERENCE. (1-16 Credits)
*This course is repeatable for 16 credits.*

ED 606. PROJECTS. (1-16 Credits)
*This course is repeatable for 16 credits.*

ED 607. SEMINAR. (1-16 Credits)
*This course is repeatable for 16 credits.*