Education (ED)

ED 115 - EFFECTIVE RDG & STUDY SKILLS  
Semester Hours: 3  
Developmental course focusing on acquisition of strategies to expand an individual's ability to read and study materials encountered in higher education. Effective reading and study strategies which incorporate reading, writing, and listening skills are taught and applied, using college texts and related readings.

ED 250 - FUND OF CHRISTIAN ED- OAKWOOD  
Semester Hours: 2

ED 300 - FOUNDATIONS OF EDUCATION/ATHEN  
Semester Hours: 3

ED 301 - INTRO TO EDUCATION PRACTICUM  
Semester Hour: 1  
Initial practicum experience designed to provide the opportunity to explore the role of the classroom teacher in today's diverse school settings. The five-day observation will be integral to the content and objectives of ED 305 and 308, and will provide a foundation for the coursework and activities. Prerequisites: ED 305 & ED 308 (taken concurrently). This experience is a prerequisite for admission to the Teacher Education Program.

ED 305 - FOUNDATIONS OF EDUCATION  
Semester Hours: 3  
Survey of social, cultural, historical, and philosophical foundations of education; interrelationships of society and education, effects of social change and influences of social-cultural values upon education; educational ideas and processes as they attempt to shape curricula. The perennial search for the meaning of education, perceived not merely as schooling, but as a process of enculturation and socialization. Prerequisites with concurrency: ED 301 and ED 308.

ED 307 - MULTICULTURAL FND EDUCATION  
Semester Hours: 3  
This course will provide students with an understanding of selected philosophical, historical, social, cultural, political, and economic questions and influences on the development of educational policies and practices. Through an examination of constructs such as race, ethnicity social class, gender, sexual orientation, and religious affiliation, students will develop an understanding of the connections between identity, difference, power and privilege and the role(s) schools play in perpetuating or ending discriminatory practices.

ED 308 - EDUCATIONAL PSYCHOLOGY  
Semester Hours: 3  
Psychological principles basic to an understanding of the learner, the learning process, and the learning situation. Intensive field experience required. Prerequisites with concurrency: ED 301 and 305.

ED 309 - CLASSROOM & BEHAVIOR MGMT  
Semester Hours: 3  
This course focuses on instructional options that learners need in order to be successful. It takes a broad approach to classroom and behavior management that is grounded in both theory and reflective practice. Content will emphasize the study and implementation of a variety of classroom and behavior management strategies that are necessary for working with diverse populations. Intensive field experience in an assigned public school required. Prerequisites: Admission to the Teacher Education Program.

ED 310 - TCHG ART IN ELEM SCHOOL  
Semester Hours: 3

ED 315 - EDUC EVALUATION & MEASUREMENT  
Semester Hours: 3  
This course is designed to help prospective teachers use and construct a range of assessments that will help them plan and teach more effectively, improve learning and meet state and national standards. The class will focus on more traditional assessment issues such as validity and reliability, as well as the alternative assessments that are likely used in today's classrooms. Furthermore contextual issues such as educational accountability testing, the No Child Left Behind Act, and teacher testing and evaluation (PEPE) will be explored. Intensive field experience required. Taken concurrently with ED 373, 374, 405. Admission to the Teacher Education Program or permission of the chair.
ED 350 - TECHNOLOGY IN CLASSROOM  
Semester Hours: 3  
Introduces prospective teachers to current state of the art in educational technology. Designed as a laboratory course providing extensive hands-on experiences with microcomputers and other emerging technology. Emphasis is on enabling the student to effectively integrate technology into instructional settings. May be taken prior to entering Education Program.

ED 360 - EARLY CHILDHOOD EDUC PRACTICUM  
Semester Hours: 3  
A three-hour credit course in a state-approved or NAEYC-accredited pre-kindergarten or kindergarten placement. It includes a weekly one-hour seminar with a faculty member. Admission to Teacher Education required.

ED 371 - TCHG ELEM LANGUAGE ARTS  
Semester Hours: 3  
Introduction to current practices in language arts instruction with emphasis on the development of an integrated curriculum using children's literature as a foundation. Includes appropriate techniques for the teaching of grammar, spelling, and handwriting. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 372 - TCHG ELEM SOCIAL STUDIES  
Semester Hours: 3  
Teaching social studies in grades K-6. Helping beginning teachers acquire background skills in organizing and teaching units of work. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 373 - TCHG NATURL/HLTH SCIENCE  
Semester Hours: 3  
Integrates concepts from reflective practice with elementary science teaching. Opportunity to refine teaching skills in the planning, implementation, and evaluation of science lessons and units of instruction. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 374 - TCHG ELEM MATHEMATICS  
Semester Hours: 3  
Overview of the mathematics concepts and skills taught in grades K-6 with an emphasis on the principles, methods, and materials used in the teaching and evaluation of elementary school mathematics. Focuses on the attitudes and behaviors of students and teachers in the actual planning and implementation of mathematics instruction for an elementary school classroom. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 375 - TCHG READING IN PRIMARY GRADES  
Semester Hours: 3  
An introduction to the basic principles of literacy instruction in culturally and linguistically diverse primary grade classrooms, including theoretical bases for instruction, methods of instruction and organization, developmentally appropriate strategies and materials, and assessment of children's literacy needs. Class activities will include mini-lessons, discussions, group activities, and presentations. An intensive school-based practicum in grades pre K-2 is required.

ED 400 - SPECIAL TOPICS-INTERNSHIP  
Semester Hours: 3  
Innovative internship focused on working with students with disabilities. Observations, participation, and direct instruction and teaching in a middle or high school setting for a prescribed time.

ED 401 - FNDS OF REFLECTIVE TEACHING  
Semester Hours: 3  
This diversity elective is designed to develop reflective practitioners, who study teaching and student learning in an effort to improve teaching practices and also meet certification requirements. The course will use various lenses of professional teacher noticing to select and discuss evidence of effective teaching. Course topics include edTPA rubrics, lesson planning, video teaching episode analysis, student assessments and feedback, academic language for describing teaching, and professional writing about teaching.

ED 402 - SPECIAL TOPICS IN EDUCATION  
Semester Hours: 3  
Introduces students to current issues and trends within educational practice, policy and theory through a specific lens. Provides opportunities for students to investigate issues of teaching and learning within the broader social/cultural vantage basic exploration of current research and debate within education. Topic may vary with each offering.
ED 405 - RDG STRATEGIES INTERMED GRADES
Semester Hours: 3

This course provides an in-depth study in and application of the process of reading and reading instruction, theoretical approaches, instructional strategies, classroom organization, and the formal/informal assessment of reading in intermediate grades. This course is required of all elementary education majors and secondary education candidates who are pursuing a middle school endorsement. Intensive field experience required.
Prerequisites: Admission to the Teacher Education Program.

ED 408 - TCHG READING/CONTENT AREA
Semester Hours: 3

Provides knowledge of certain basic developmental and remedial reading skills, practices, and concepts. Extends those learned in previous, more fundamental, reading courses and shows how to apply fundamental skill and knowledge to the classroom. This will include adapting fundamentals of reading instruction to the various subject matter areas (i.e., the sciences, social studies, English, etc.). Survey of special reading programs such as remedial reading and reading instruction as practiced in special education. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

ED 410 - FOUNDATIONS EDUC EVALUAT
Semester Hours: 3

Measurement process with emphasis on its relationship to problems of educational evaluation. Evaluation as an integral part of overall educational planning in addition to its use in measurement and evaluation of academic achievement. Prerequisites: Admission to the Teacher Education Program.

ED 413 - CHILDREN'S & ADOLESCENT LIT
Semester Hours: 3

Course content includes the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. Intensive field experience required. Same as EH 413. Prerequisites: Admission to the Teacher Education Program.

ED 421 - TEACH ENGL MID & SEC SCHOOL
Semester Hours: 3

This course is designed to provide undergraduate level English Education majors with the theory, tools and techniques for teaching middle and secondary students. The focus of the course is primarily, though not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Alabama Content Standards. Students will study, discuss, and implement a variety of instructional methods for helping all students succeed. Given the technologically rich environments middle and secondary students reside in, special attention will be given to the use of various technologies as a means of content exploration and student evaluation. Prerequisite: Admission to the Teacher Education Program.

ED 422 - TEACH MATH MID & SEC SCHOOLS
Semester Hours: 3

The methods course provides background for middle school and secondary teaching from the perspective of theory, research, and practice. It is designed to provide an introduction to and practice in ways in which to engage students in learning in mathematics in middle and secondary classrooms. Topics include specific educational philosophies of mathematics education, lesson and unit planning, instructional strategies, use of mathematics manipulatives and technology and student assessment within the content area. Applications will include microteaching and intensive school-based experiences in area schools. Prerequisite: Admission to the Teacher Education Program.

ED 423 - TCHG SC MID & SEC SCHOOLS
Semester Hours: 3

This course is designed for students who are pursuing teaching certification in middle and/or secondary science. The course will first focus on how middle and secondary students learn science, and then from this knowledge base, the class context will focus on how to plan, design, and implement inquiry-based science instruction. Assessment development in science, the interpretation, and the use of assessment results to guide student understanding will also be incorporated in teaching methodology. Intensive field experience required. Must be admitted to Teacher Education Program.

ED 424 - TCHG SOC ST MID & SEC SCHOOLS
Semester Hours: 3

This course is designed to study effective techniques and strategies employed by social science teachers at the middle and secondary levels. As well as learning theoretical foundations in social studies education, students will learn pedagogic skills, instructional strategies, and modes of reasoning unique to the social studies classroom. Intensive field experience required. Students are required to observe, participate, and teach a lesson in a secondary social studies classroom. Must be admitted to Teacher Education Program.
ED 425 - METHODS TCHNG FGN LNG MID & HS
Semester Hours: 3
This course is designed to provide undergraduate level Foreign Language majors with the theory, tools, and techniques for teaching middle and secondary students. The focus of the course is primarily, thought not exclusively, on designing lessons that allow for maximum student participation and control while remaining aligned to Common Core and Alabama Content Standards. Students will study, discuss and implement a variety of instructional methods for helping all students succeed. Given the technologically rich environments middle and secondary students reside in special attention will be given to the use of various technologies as a means of content exploration and student evaluation. Applications will include microteaching and school-based experience in area schools.

ED 493 - ELEMENTARY SCHOOL INTERNSHIP
Semester Hours: 12
Observation, participation and teaching in elementary school (full time, 15 week semesters). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 497 - HIGH SCHOOL INTERNSHIP
Semester Hours: 12
Observation, participation and teaching in middle/high school (full time, 15 week semester). Students will also attend campus-based seminars designed to meet specific needs of the interns.

ED 499 - P-12 INTERNSHIP
Semester Hours: 12
Observation, participation and teaching in elementary and middle/high school (full time, 15 week semester). Students will also attend campus-based seminars designed to meet specific needs of the interns.