

# EDUCATION (EDUC)

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## **EDUC 110 - Schools and Society (3)**

Gen Ed Education

*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly ED 102)*

Examines the historical, philosophical, and social development of American education. Students will learn methods, concepts, and principles of education. They analyze and reflect on the processes of teaching and learning. They explore the interrelationships of education, social institutions, and pluralistic culture. Students will also reflect on ways that values, skills, and experience shape and are shaped by schooling and society. Observations, teaching, and a portfolio are required. Fifteen hours of documented observation are required.

## **EDUC 220 - Educational Psychology (3)**

*Prerequisite: PSYC 101*

(formerly ED 202)

Introduces the nature and theories of learning processes. Focuses on classroom interaction and its influence upon the learning process and the growth and development of the child. (This course satisfies the Maryland State Department of Education professional education course work in human learning.) Fifteen hours of documented observation are required.

## **EDUC 230 - Foundations of Special Education (3)**

Cultural Competence

*Prerequisite: EDUC 110 or ED 102 or ECED 105 or ECD 101*

(formerly ED 203)

Provides an overview of critical issues and strategies related to educating students who have been identified as exceptional. The course content focuses on historical and legal foundations of special education, inclusive education, developmental characteristics of exceptional students, and strategies for accommodating students. (This course satisfies the Maryland State Department of Education professional education course work in inclusion of special populations.) Fifteen hours of documented observation are required.

## **EDUC 240 - Processes and Acquisition of Reading (3)**

*Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification*

(formerly ED 214)

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. The course includes an introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, and exceptionalities. Participants will be introduced to current scientific research related to literacy acquisition.

## **EDUC 242 - Instruction of Reading (3)**

*Prerequisite: EDUC 240 or ED 214*

(formerly ED 215)

Facilitates understanding and use of a representative array of research-based instructional techniques and strategies in the area of reading. The course emphasizes instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency; vocabulary development; and comprehension) suitable for various age and ability groups. Throughout the course, students will demonstrate their skill with instructional routines and strategies through role-play, live demonstrations, and critique of models, and review the research evidence relevant to those approaches.

## **EDUC 244 - Materials for Teaching Reading (3)**

*Prerequisite: EDUC 240 or ED 214*

(formerly ED 216)

Assists pre-service and in-service teachers in understanding and using the findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Participants will learn strategies for enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will develop techniques to involve parents, school staff, and members of the community in children's reading development and enjoyment.

## **EDUC 246 - Assessment for Reading Instruction (3)**

*Prerequisites: (EDUC 240 or ED 214) and (EDUC 242 or ED 215)*

(formerly ED 217)

Assists pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction focuses on the purposes of assessment, types of assessment tools, administration and use of several valid, reliable, well-researched formal and informal assessments of reading and related skills, effective interpretation of assessments results, and communication of assessments results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, diagnosis, monitoring of progress, and measurement of outcomes.

## **EDUC 248 - Teaching Reading in the Content Areas, Part I (3)**

*Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification*

(formerly ED 218)

Provides students with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction, and affective dimensions of reading. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

**EDUC 249 - Teaching Reading in the Content Areas, Part II (3)**

*Prerequisite: EDUC 248 or ED 218*

(formerly ED 219)

Expands on Part I, focusing on types of reading, skills in reading, and instruction. The emphasis will be on teaching secondary student to learn from text. Participants will formulate research questions, complete a literature review, and implement and evaluate a coherent literacy plan. Participants will also implement reading and writing strategies that promote student mastery of subject content. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)