

# (ED) EDUCATION

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## Courses

### ED 201. Phil Foundations of Education. 3 Hours.

An integral component for all education majors, this course is designed to provide a basic understanding of the rewarding, yet challenging, teaching profession. Students broadly explore an overview of the educational field and its philosophical, political, legal, and social foundations. Current issues impacting education in a changing society will be examined. Coursework is intended to stimulate thoughtful reflection as students use information to develop their own beliefs concerning educational issues. Education Students will complete their first 30 hour clinical (ED 203) as part of this course. Students in other majors are not required to complete the Clinical Experience.

### ED 203. Clinical Experience. 0 Hours.

All Education students are required to complete one 30 clock-hour block of a non-credit clinical observation experience in K-12 schools. This experience is completed as part of ED 201 Philosophical Foundations of Education and is designed to allow students to better understand the profession by observing experienced teachers in classroom settings. Through this experience, future educators will gain an appreciation of what happens "behind the scenes" in schools and other professional settings. Prerequisite(s): ED 201.

### ED 204. Classroom Management. 3 Hours.

This course is designed to explore classroom management practices in educational settings. The course is taken concurrently with an education practicum so students will be able to observe and implement the techniques of practicing teachers in the areas of behavior modification, social skills training, and classroom management structures. Prerequisite(s): ED 201.

### ED 231. Curriculum, Instruction, and Assessment. 3 Hours.

This course is designed for students in the elementary/secondary education K – 12 programs. It is a general methods course for assessment, curriculum design, development and methods of instruction. This course focuses on the "what to teach", "how to teach", and "planning the context for teaching and learning" with the goal of providing an integrated approach in instruction. Such an integrated approach involves interventions (accommodations and modifications) in the design of instruction to teach all learners. This course ensures that pre-service teachers gain a broad knowledge in the methods of instruction as well as supporting diversity in the classroom. The course presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers. Prerequisite(s): ED 201.

### ED 233. Curriculum & Instruction. 3 Hours.

This course is designed for students in the elementary/secondary education K – 12 programs. It is a general methods course for curriculum design, development, and methods of instruction. This course focuses on the "what to teach", "how to teach", and "planning the context for teaching and learning" with the goal of providing an integrated approach in instruction. Such an integrated approach involves interventions (accommodations and modifications) in the design of instruction to teach all learners. This course ensures that pre-service teachers gain a broad knowledge in the methods of instruction as well as supporting diversity in the classroom.

### ED 252. The Psychology of Learning. 3 Hours.

This course serves as an introduction to the broad field of human learning, including its cognitive and educational bases as well as its applied value. The text and lectures will cover basic terms, concepts, principles, and theories related to the scientific study of human learning. The course surveys much of what is currently known from cognitive science, including topics on memory, attention, judgment, decision making, and problem solving. The class also surveys what is currently known from education, including theories, principles, and issues. Students investigate cognitive, linguistic, personal, social, emotional & moral development, and students with special needs. This course focuses on the applications of human learning and is beneficial to all professions that engage in teaching groups or individuals of all ages. Authentic case studies are used to analyze the practical applications of these principles in teaching and learning situations. There is an in-depth study of how students learn in the areas of cognitive learning process, construction of knowledge, behavior view of learning, social cognitive learning and motivation. This class serves, not only as a foundational course for students in education and psychology, but also for students who are interested in enhancing their own learning and teaching skills.

### ED 299. Topic/. 1-6 Hour.

This course is intended to provide the opportunity to offer advanced courses in education that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

### ED 307. Technology in Education. 3 Hours.

This course surveys the history and structure of the field of instructional technology, with an emphasis on integrating as an educational tool. Students will experience creative skills and confidence necessary to use mainstream and emerging hardware and software available in most school settings. Prerequisite(s): ED 204 and ED 233.

### ED 310. Educational Practicum I. 1 Hour.

ED 310 Education Practicum is the first classroom experience for university students considering the profession of teaching by spending time in an assigned classroom, students will shift their perspective from that of a student to that of a teacher. This experience is designed, in part, to provide students with the opportunity to interact with a mentor teacher and pupils in a classroom setting. The extent of involvement will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student. This course is viewed as a shared professional responsibility among teachers, administrators, and Husson faculty to provide a professional classroom experience for participating students. Prerequisite(s): ED 203.

### ED 314. Assessment Practices. 3 Hours.

Presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers. Students learn to construct and use paper-and-pencil, alternative, and standardized assessments; analyze objectives; use grading systems; and judge assessment quality.

### ED 316. Methods in Science. 3 Hours.

Science education is presented with a constructivist approach. Students become familiar with curricular content, methodology, and instructional planning that stimulates scientific interest and concept formation. Resources for science education will be collected for future. With a constructivist approach in mind, techniques for assessing student inquiry processes are explored. Students also learn ways to use instructional and design technology to enhance lessons. Prerequisite(s): ED 204 and ED 233 and SC 104 and SC 261 and SC 262.

**ED 317. Methods in Secondary Science. 3 Hours.**

This course offers a hands-on, practical approach that introduces students to a variety of strategies they can directly implement upon entering a position as a 7-12 teacher of science. Concentrating on practical application rather than theoretical implications, students refine and add to their repertoire of teaching strategies. We begin by learning how differentiating activities, based upon learning styles and ability, can enhance the learning of each student in a classroom. Students engage in the direct completion of project-based learning in the form of laboratory experiences, lesson building, and cooperative tasks. Direct implementation of current science project-based pedagogy is emphasized. Students apply their understanding of the new methods by creating a series of mini-lessons, typical lessons, and projects that are reflective of their understanding. Teaching science is not just about creating lesson plans and writing labs – it is also about engaging students, maintaining their interest in science and devise a number of ways to motivate them to complete their learning tasks and raise their aspirations. Many classes begin with sample laboratory experiences and then progress forward to introduce, explain, and model different methods for instruction, questioning, and assessment; all within the context of product-based inquiry. The course seeks to help pre-service teachers to develop an understanding and appreciation of science. This approach is designed to encourage students to acquire knowledge, attitudes, and skills essential to science literacy. Prerequisite(s): ED 231 and ED 204.

**ED 319. Methods in Secondary English. 3 Hours.**

In this course students learn how to teach reading and writing genres with secondary students. We explore strategies and processes in the English Language Arts while connecting it to literacy across the curriculum. We explore literacy and technology, accommodations and differentiated learning, assessment, selection of literature to serve purposes for reading and writing, issues in the secondary classroom, and models of instruction. We will inquire into certain questions, such as, What methods work best with adolescents? How does technology fit into the classroom? Why is reflection a big deal? How does the English teacher address reading and writing in the content areas? What does being an English teacher mean? You will be both a student in the course, participating in practices, and a teacher, designing and implementing learning sequences. The course objectives address the Common Core, InTASC, and ISTE NETs standards. Prerequisite(s): ED 204 and ED 231.

**ED 320. Education Practicum II. 1 Hour.**

Education Practica provide classroom experience for university students thinking of becoming teachers. By spending time in an assigned classroom students will shift their perspective from that of a student to that of a teacher. These experiences should be viewed as pre-student teaching opportunities and are designed, in part, to provide university students with the opportunity to interact with a mentor teacher and students in a classroom setting. The extent of involvement with the mentor teacher will depend on his or her needs, the organization of the classroom, and the stage of development of the practicum student. Practicum students have varied backgrounds and experiences. These strengths and experiences should be utilized to enrich the learning opportunities for the students in the classroom and the practicum student. This program is a shared professional responsibility among teachers, administrators, and Husson faculty to provide a professional classroom experience for university students seeking a career in teaching. Prerequisite(s): ED 203.

**ED 321. Educating Exceptional Students. 3 Hours.**

This course prepares classroom teachers to successfully educate students with disabilities within the regular classroom setting. While the primary focus is to manage the instructional requirements of students with disabilities, the course incorporates the legal and ethical standards for mainstreaming and the roles of parent advocacy and support groups. Additionally, students become familiar with instructional issues represented by students from culturally, ethnically, and socio-economically diverse populations. Course content also explores the importance of enhancing educational opportunities of diverse learners via procedural due process, diagnostic practices, and development of professional and parent collaboration.

**ED 324. Young Adult Literature. 3 Hours.**

This course, organized by trends in young adult literature, offers participants an opportunity to learn more about the young adult novel and other genres, how to select appropriate, high-quality books, how to incorporate it into a traditional classic-based classroom, and how to make the reading of young adult novels relevant to students' lives. Through reading, discussing, and writing about books in different genres, students explore issues and trends including appropriateness in the classroom, close reading strategies, issues of diverse audiences and subject matter, the young adult and the canon, and literary theory such as reader response. Participants select books of their interest, read class books, and make connections to readings from the professional literature. The course integrates the Common Core and InTASC standards for teachers. It will help teachers find practical ways to integrate quality young adult novels into their curriculum, integrating teaching of literature and content areas, and making literature more accessible for their students. Prerequisite(s): ED 201.

**ED 325. Brain Gym. 3 Hours.**

This course provides an introduction to educational kinesiology and an overview of Brain Gym movements. Students will also learn a multi-step implementation process for increasing concentration, participation and problem-solving in the classroom. The highly interactive course design encourages the integration of Brain Gym techniques throughout the learning process.

**ED 328. Children's Literature. 3 Hours.**

This survey course provides an overview of children's literature, its genres, authors, its fundamentals of close reading, ideas for instruction and response, criteria of selection, and children's development. With a historical context of contemporary children's literature, the course explores the reader's experience and knowledge to cultivate new ways of looking at children's literature. Students will explore diverse, contemporary literature in the language arts and content areas while at the same time becoming more experienced, insightful, and informed readers of children's literature. The course focuses on conversations, presentations, and writing related to key concepts of the genres and diverse literature and reflects the conceptual framework of a bridge between theory and practice or life experience. Prerequisite(s): ED 201 and ED 204 and ED 233.

**ED 330. Substance Abuse and Prevention. 3 Hours.**

Society faces abuse challenges as a result of domestic and global sources of addictive substances. This course offers an opportunity for critical examination of both theory and practice as students analyze available data on substances such as nicotine, caffeine, alcohol, over the counter drugs, prescriptive drugs and illegal drugs. Students also examine the role family, friends, education, the media and/or marketing may play in the decision-making process of individuals. Drug prevention programs and rehabilitative programs are reviewed with video input from professionals. Course content is drawn from videos, interviews, research, case analysis, projects and online discussion. These serve as reflective tools to build the student's knowledge.

**ED 332. Methods in Teaching Writing in the Schools. 3 Hours.**

This course is based on the belief that teachers of writing at any grade level teach with greater understanding when they are active writers themselves and when their writing has a place and function in the world. Participants practice in instruction that draws on research on teaching writing, in assessment of writing, and in the teaching of the writing process approach, conducting conferences, modeling, and writing in the content areas with applications in the classroom. Adapting instruction to the development of writers is included. Participants focus on how they, as teachers, solve problems in writing so they support young writers develop their writing. Strategies of instruction are explored through focused lessons addressing Common Core standards and demonstrated during our sessions. Integration of practicum experience and application of course principles and strategies are expected. Prerequisite(s): ED 204 and ED 233.

**ED 350. Teaching Elementary and Secondary Health Education. 3 Hours.**

This course can help prepare elementary and secondary level health educators with information, classroom management techniques, instructional strategies and appropriate curriculum, as well as provide opportunities for teaching health lessons to peers with peer feedback. Prerequisite(s): ED 201 and ED 213.

**ED 354. Diversity and Multiculturalism in Education. 3 Hours.**

This course investigates the sociopolitical context in which schooling takes place, and how diverse groups are marginalized in the education system and in our society due to differences in race, class, ethnicity, gender, sexual orientation, religion, immigrant status, etc. The students enrolled in this course will critically examine their own cultural frames which have shaped their beliefs, attitudes, and assumptions, leading to implicit biases that—if left unaddressed—would cause them to further perpetuate social inequalities through their work as classroom teachers. Instead, students will confront institutionalized knowledge, policies, and practices within the education system and our society that perpetuate stereotypes, inequalities, and the status quo. They will learn how to develop cultural awareness and become knowledgeable of children's backgrounds and communities, and how to translate this knowledge into culturally responsive pedagogy that increases learning opportunities for all children.

**ED 389. Educational Psychology. 3 Hours.**

The course examines the educational perspectives of K-12 students. Students in the course will incorporate the principles of educational psychology in a variety of classroom settings and decision-making processes. Authentic case studies will be used to analyze the practical applications of these principles in teaching and learning situations. Theories, principles, and issues investigated in this course are cognitive, linguistic, personal, social, emotional & moral development, and students with special needs. There will be an in depth study of how students learn in the areas of cognitive learning process, construction of knowledge, behavior views of learning, social cognitive learning and motivation. Instructional processes will be examined in relation to instructional strategies, student interactions, and learning assessment. This is a third year course. Students will demonstrate their understanding by identifying the principles of educational psychology during visits to their assigned schools. Prerequisite(s): PY 111.

**ED 404. Methods in Reading. 3 Hours.**

This course integrates different perspectives on reading instruction as participants survey instructional approaches and informal reading assessments to support instruction in a balanced literacy program appropriate for the K-8 classroom. Participants examine and apply methods of developmental literacy. They also practice research-based methods that address different aspects of reading and different content areas. In their practice they create and implement lessons that support reading skills and strategies, design instruction tailored to different readers, and integrate understanding of children's literature and other reading resources in the classroom. Methods are applied in the practicum. Students integrate the Maine Learning Results and Common Core into their practice and address the professional standards of certification. Outcomes for the course include a portfolio of methods, approaches, and lessons in reading. Prerequisite(s): ED 201 and ED 204 and ED 233.

**ED 408. Methods in Language Arts. 3 Hours.**

This course, integrated with the other literacy courses in the elementary education program, introduces students to the instructional practices of the interrelated language art components of listening, talking, reading, writing, viewing, and representing appropriate for K-8 classrooms. Students survey methods of informal assessments, apply methods and approaches to teaching other content areas, practice the writers' workshop, integrate the Maine Learning Results, Common Core, and instructional approaches, and relate their learning and practice to the professional standards for teaching certification. Among the outcomes are a portfolio of instructional practices, an integrated thematic unit of instruction, and products of the writers' workshop. Prerequisite(s): ED 201 and ED 204 and ED 233.

**ED 409. Methods in Mathematics. 3 Hours.**

This course introduces mathematic concepts and problem solving strategies along with real-world applications. Methods emphasize an active learning process in which children engage in guided discovery and problem solving opportunities. Teachers learn to coach youngsters to reflect on their process to clarify ideas for themselves and to share their thoughts with others. Models of engaged learning scenarios will be developed and discussed. Prerequisite(s): ED 204 and ED 233 and MS 160 and MS 141 and MS 132.

**ED 415. Methods in Social Studies. 3 Hours.**

Methods in teaching Social Studies provides students with an overview of the field of Social Studies, selected issues in the field, and best practice strategies for teaching social studies in the K - 8 classroom. Students identify important social studies knowledge, skills, and dispositions; investigate how students learn most effectively; and apply this new learning to lesson/unit design and instruction. Curriculum is aligned to both national and state standards for both social studies and literacy. Prerequisite(s): ED 204 and ED 233.

**ED 422. Educational Studies. 6 Hours.**

ED 422 is the capstone experience for education students seeking future employment in a setting other than a traditional classroom. The 90-hour internship is spread over a minimum of twelve weeks and allows students to gain practical experience working with staff, learners, and other members of an agency or organization in a community setting (e.g. municipal recreations departments, public libraries, children's museums, social service agencies, etc.) During this field experience, students learn about the organization or agency, study the implementation and evaluation of its programming, and design a related project to contribute to the site. The connected on-campus class will provide an opportunity for students to share their experiences and provide peer feedback.

**ED 430. Educational Practicum III. 1 Hour.**

Education practica provide classroom experiences for future teachers. These experiences are designed, in part, to provide students with the opportunity to interact with a mentor teacher (MT) and pupils in the classroom setting. The extent of involvement with an MT will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student. Strengths and experiences gained from practica should enrich the learning in the classroom. Prerequisite(s): ED 203.

**ED 450. Student Teaching/Seminar in Teaching. 15 Hours.**

ED 450 is the culminating experience of the Husson Teacher Education Program and occurs after all other coursework and requirements have been completed. It has two required concurrent sections: a sixteen-week student teaching field placement and a weekly capstone seminar in teaching. This dual approach is designed to integrate pedagogy and professional practice to ensure that clear connections are made by student teachers as they strive to become effective educators. The InTASC Model Core Teaching Standards and the National Educational Technology Standards for Teachers NETS-T provide the framework for both the student teaching section and the seminar. ED 450 is viewed as a collaborative undertaking among students, instructors, and supervising teachers.

**ED 499. Topic/. 1-3 Hour.**

This course is intended to provide the opportunity to offer advanced courses in education that would not normally be a part of the Husson curriculum. As such the topics will depend upon the interests of students and faculty.

**ED 799. Topic/. 1-6 Hour.**

Selected topics are offered centering on the needs and interests of the students and the availability of expert faculty.