

EDUCATION (EED)

EED 220 Geography for Teachers (3 credits)

Geography is concerned with the arrangement and location of phenomena on the face of the earth and with the associations of the phenomena that give character to places. This course introduces students to world and regional geographic concepts and methods and to materials fundamental to understanding the earth's various physical and human landscapes. Special emphasis will be given regarding how this topic impacts Native American students.

EED 250 Introduction to Education (2 credits)

This course is designed for students who are planning to major in education, with an emphasis on Ocheti Sakowin thought, philosophy, and culture. The course consists of two components: a) orientation to the teacher education program; b) observing experienced teachers as well as students. Special emphasis will be given regarding how this topic impacts Native American students.

Corequisite/s: EED 298

EED 254 Classroom Management (3 credits)

This course is designed to familiarize students with basic theories of classroom control and to give them a working knowledge of classroom management. It will focus on prevention and remediation of problems through focusing on lesson content and evaluation of learning. Students will become familiar with current teaching methods and models for elementary teachers. Special emphasis will be given regarding how this topic impacts Native American students.

EED 256 Foundations of Education (3 credits)

This course introduces the prospective teacher to the historical, social, and philosophical foundations of the American education system as well as the Ocheti Sakowin education system. In addition to the class time spent on campus, students are required to spend 30 hours of observations/participation in area classrooms. Special emphasis will be given regarding how this topic impacts Native American students.

EED 260 Educational Psychology (3 credits)

This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in the class setting to facilitate learning. It includes discussion of relevant theories and topics including student needs, learning styles, cognitive processing, reflective teaching, youth mental health competencies, characteristics of learning environments, and student assessment. This course introduces humanistic, cognitive, behavioral and psychological models of classroom management. Special emphasis will be given regarding how this topic impacts Native American students.

Prerequisite/s: PSYC 111

EED 262 Strategies, Methods & Observation in Teacher Education (4 credits)

Students will become acquainted with various techniques of child observation. The students will record and disseminate observations to aid in curriculum planning, behavior management, and parent collaboration. Students will also learn to accurately interpret observation results and plan strategies to take appropriate action. The student will also be provided with a survey of current teaching methods and models for the elementary setting. A practicum is included in this class. Special emphasis will be given regarding how this topic impacts Native American students.

EED 277 Math for Elementary Teacher (3 credits)

Utilizing a problem-solving approach, this course will provide a background in the structure and theory of mathematics including whole numbers, integers, rational numbers, and real numbers. Local, state, and national standards are addressed as well as the use of appropriate technology. Students will explore current elementary math programs and teaching techniques. Special emphasis will be given regarding how this topic impacts Native American students.

Prerequisite/s: MATH 103

EED 278 Math for Elementary Teacher II (2 credits)

This course is the second semester in a sequence of the study of mathematics theory for elementary teachers. This course will provide a background in the structure and theory of mathematics and will include the following topics: rational and real numbers, statistics, probability, measurement, and geometry. The class will explore current elementary math programs and teaching techniques. Mathematics standards are addressed also. Special emphasis will be given regarding how this topic impacts Native American students.

Prerequisite/s: EED 277

EED 290 Art for Elementary Teacher (2 credits)

This course is designed to introduce students to the basic concepts needed to teach art in the elementary classroom. Students will experience a broad range of activities, materials and teaching strategies in a workshop type setting. The main intent will be for students to develop an appreciation for self-expression and divergent thinking through art. An integrated approach to teaching art using listening, speaking, reading and writing will be explored. Students will become acquainted with audio-visual materials. Special emphasis will be given regarding how this topic impacts Native American students.

EED 297 Teacher Education Internship (3 credits)

This provides the student with the opportunity to experience the world of work in conjunction with their program of study. Students will be required to obtain a background check before any observations. Students will complete this internship within the last two semesters of the Teacher Education degree plan.

EED 298 Pre-Professional Experience (1 credit)

This course consists of documented observations in a variety of K-12 classrooms. The students will also experience the rewards and challenges in an educational setting. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration. This course is taken in conjunction with EED 250 Introduction to Education.

Corequisite/s: EED 250

EED 301 Integrating Technology into the Classroom (2 credits)

This course is designed to provide opportunities for the development of skills and strategies needed to integrate both instructional and assistive technologies into the curriculum throughout all disciplines and all grades. This course provides a thorough understanding of how to use PowerPoint, online activity and reporting databases, interactive whiteboards, audio/video devices, and other instructional tools for personal and classroom use. The course also gives strategies and tools for using assistive, adaptive and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. The candidate will develop methods to teach students to use instructional and assistive technologies for the benefit of all learners. Special emphasis will be given regarding how this topic impacts Native American students.

Prerequisite/s: CSCI 101

EED 305 Methods of Teaching in the Elementary, Middle & Secondary Sc (3 credits)

This course is designed to provide a survey of current teaching methods and models for elementary, middle, and secondary teaching. Develop competencies in using a variety of instructional strategies and materials through videotaped microteaching experiences. Students will write appropriate lesson plans and develop culturally relevant units. Students will be exposed to standards approved by the state of North Dakota. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 298, and EED 260

EED 310 Methods of Teaching Science in the Elementary School (2 credits)

Students will have the opportunity to preview science materials and learn how to use them in a classroom through planning and simulation. This course provides opportunities for students to develop an understanding of what science is and how children learn. State content standards will be introduced and students will learn to integrate science lessons with other content areas including Ocheti Sakowin studies, with an emphasis on the integration with math and to critique science materials, activities, and children's materials for appropriateness. Students will identify the fields of study and explore cultural variations in science learning and teaching. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 298, and EED 260

Corequisite/s: EED 305

EED 315 Methods of Teaching Math in the Elementary School (2 credits)

This course is designed to provide a survey of current teaching methods in mathematics and to develop competencies in using various instructional strategies and materials including those involving calculators and computers. Problem solving approaches to teaching mathematics and providing teaching experiences using manipulatives will be included. Current state math standards will be emphasized as well as the integration of mathematics within the curriculum, in particular the connections between math, science and technology. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 298, and EED 260

Corequisite/s: EED 305

EED 320 Methods of Teaching Social Studies in the Elementary School (2 credits)

This course is intended to provide students an opportunity to explore multiple social studies teaching methods. Students will have an opportunity to read and discuss literature concerning the teaching of the social sciences and will create teaching units, which exemplify these methods. State standards will be introduced and used in writing lesson plans and unit plans. Students will be expected to utilize all resources available to them including print and electronics. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 260, and EED 298

Corequisite/s: EED 305

EED 325 Methods of Teaching Language Arts in the Elementary School (2 credits)

This course is designed to provide a survey of current teaching methods in the language arts and to develop competencies in using various instructional strategies and materials. All major aspects of expressive and receptive language will be addressed. State standards will be introduced and students will be required to develop lesson plans, projects, and teaching units that integrate the language arts throughout the curriculum. Current theories in teaching language arts will be explored. Students will be required to work with children in a classroom that reflects the Service Learning model of instruction. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 298, and EED 260

Corequisite/s: EED 305

EED 330 Methods of Teaching Reading in the Elementary School (3 credits)

This course is designed to provide a survey of current teaching methods in expository and narrative reading materials; develop competence in using various instructional strategies; promote an enthusiasm for reading in elementary and middle school classrooms; and teach skills that will ensure future teachers can establish a balanced literacy approach in their classrooms. State standards will be introduced and used in writing lesson plans and unit plans. Different approaches toward analysis and reading comprehension will be discussed and modeled. Research related to reading styles will be discussed and integrated throughout the course. Current theories that build upon the unique strengths that each student possesses will be discussed. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 260, and EED 298

Corequisite/s: EED 305

EED 335 Methods of Teaching Music in the Elementary School (2 credits)

The purpose of this class is to provide the elementary education major with the necessary knowledge and skills required to teach music to their students. State standards will be introduced. This class will provide opportunities to explore the possibilities of the integration of music across the curriculum, presenting a more encompassing and less fragmented over-all education for the students. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 250, and EED 260, and EED 298

Corequisite/s: EED 305

EED 345 Methods & Materials of Physical Education (2 credits)

This course is designed to provide pre-service teachers with an understanding of instructional methods, techniques, learning styles, and skill necessary to teach elementary level students. State content standards will be introduced and emphasis will be placed on the importance of health, physical movement, and activity as an integral part of the elementary curriculum. Students will participate in class activities and discussions relative to the specialized field of health and physical education. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

Prerequisite/s: EED 305

Corequisite/s: EED 305

EED 350 Curriculum Planning, Delivery, & Assessment (2 credits)

This course is designed to provide the pre-service teacher with knowledge about the various types of curriculum. Students will use state standards to help guide the curriculum process participants will experience the selection of curriculum, the development of curriculum, and the delivery of curriculum instruction. Course content will focus on the assessment issues encountered when designing and delivering instruction. Special emphasis will be given regarding how this topic impacts Native American students.

EED 401 Theories of Second Language Acquisition (3 credits)

This course presents and overview of the field of SLA and on important research in Second Language Acquisition (SLA). SLA research examines the ways in which human acquire additional languages. In this course students will consider the way in which research on second language learning impacts classroom practice through targeted course observations in community classrooms.

EED 402 Methods of Second Language Acquisition (3 credits)

This course presents an overview of best practices in second-language teaching. Students will examine existing books and approaches, both in Ojethi Sakowin and in other languages. Students will prepare their own language lessons, exercises, and tests, and participate in micro-teaching sessions and evaluations in the classroom and in school settings.

EED 403 Ojethi Sakowin Language Practicum (1 credit)

This practicum provides the student with the opportunity to work alongside a Ojethi Sakowin language instructor in the classroom. The practicum is to be done in any pre K-12 classroom. During the practicum the student will develop and teach language lessons in the classroom.

EED 447 Multicultural Education (3 credits)

This course provides pre-service and in-service teachers with an understanding of the importance of multiculturalism in our global society. Topics to be addressed will include: learning styles and multiple intelligences; culturally-sensitive teaching strategies; recognizing prejudices, biases, and stereotypes in teaching materials and in our lives as teachers and learners; learning how to develop curricular materials with a multicultural approach; respecting human rights and diversity; and developing sensitivity to the values of individuals and groups that are not always personally shared and understood. Special emphasis will be given regarding how this topic impacts Native American students.

EED 450 Reading Theory & Process (3 credits)

This course is designed to give students knowledge of theory and procedures in the identification and remediation of reading. Special emphasis will be given regarding how this topic impacts Native American students.

Prerequisite/s: EED 330

EED 495 Teaching Reading in the Content Area (2 credits)

This course is designed for pre-service teachers and experienced teachers pursuing a reading credential who want to gain knowledge and skills in helping their students read content assignments with more understanding. Strategies and techniques for teaching subject matter content and increase reading ability will be explained, demonstrated, and practiced.

EED 497 Student Teaching in the Elementary School (12 credits)

This experience prepares candidates with the opportunity to observe, record, and assess children's behavior in order to plan appropriate instructional programs and learning environments. Candidates will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. This experience provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in a collaborative manner. It gives candidates the opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved elementary or middle school and the college supervision of student teaching. Special emphasis will be given regarding how this topic impacts Native American students. Every effort will be made to place students in an environment that emphasizes cultural integration.

EED 498 Senior Capstone (1 credit)

This course ensures that teacher candidates complete all Division of Education requirements prior to graduating from any Department of Education four-year teaching program. Requirements for this course include: attempt the PRAXIS II Exam for the specific program area, completion of an Oral Interview in front of a three-person committee, and completion and presentation of the Department of Education electronic portfolio.

EED 501 Advanced Foundations of Education (3 credits)

This course examines the historical, philosophical, and sociological foundations of education in the United States and addresses current and future societal and legal issues affecting education. It will provide an in depth examination of Ojethi Sakowin education and philosophy.

EED 503 Introduction to Indigenous Community Engagement & Research (3 credits)

This course examines the concept of knowledge democracy and the importance of multiple knowledge systems such as organic, spiritual, and land based systems and the knowledge of the marginalized or excluded including indigenous knowledge of the respective tribal communities of the students, e.g., Ojethi Sakowin. Respectful engagement of Native communities through processes such as community-based, participatory research (CBPR) will also be addressed.

EED 504 Research Ethics in Native Communities (2 credits)

This course examines the ethics of human subject research. Ethical theory and principles are introduced, followed by a brief history of research ethics. Topics covered in lectures and moderated discussions include informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and confidentiality. Specific attention will be on work within Native American communities.

EED 510 Differentiated Instruction (2 credits)

This course is designed to give candidates the theory and skills to create and teach lessons that are varied to meet the individual learning needs of students. Candidates will demonstrate proficiency in teaching the same curricula to all students by individualizing the complexity of the content, learning activities, and/or products.

EED 520 Multicultural Education: Theory & Practice (3 credits)

This course examines multicultural education through historical, sociological, and philosophical foundations. It emphasizes the role of ethnicity in educational systems. It includes an overview of multicultural and multilingual curricula, exposure and understanding of various cultures, and culturally and linguistically responsive instructional and assessment techniques.

EED 522 Models of Teaching & Learning (3 credits)

This course provides a comprehensive focus on teaching models. Students will become familiar with teaching and learning contexts and identify models that may be used effectively in a given situation.

EED 524 Qualitative Research (3 credits)

Education research is a complex process that can involve several different methodological approaches. This course focuses on qualitative methods with the intent of obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course aims to provide students with an introduction to the theoretical perspectives which underlie this methodological approach and the techniques for and issues in gathering, analyzing, writing-up, and using qualitative data. Students will formulate research question(s) for study.

EED 525 Critique & Design of Research (2 credits)

This course focuses on the application and critique of research design in various educational disciplines. It provides an in-depth examination of quantitative and qualitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative and qualitative methodology descriptions for research proposals and reports.

EED 526 Research Writing (1 credit)

This course covers basic research writing skills and requirements to write an effective APA formatted research paper or thesis or research proposal/project.

EED 527 Statistics (3 credits)

This course covers the fundamentals of modern statistical methods in the context of biology, social science and other areas of interest. Topics covered in this course include descriptive statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F, and chi-square test statistics ANOVA and some exposure to multi-variant analysis are included.

EED 528 Educational Assessment (3 credits)

This course examines research theory and practice relevant to learning outcome assessments. It focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments.

EED 530 Curriculum Design (2 credits)

The course is designed to teach candidates to design, develop and evaluate curriculum to improve the instructional process and learning experiences. Topics include historical factors in society that influence curriculum, research regarding learning, models of curriculum design, methods of evaluation, and incorporating ethnic and cultural diversity into the curriculum planning process with specific emphasis on the Ojethi Sakowin cultures.

EED 540 Education Law & Ethics (3 credits)

This course is designed as a beginning graduate level law course for educators. The topics to be studied include organizational structures of school, tribal, federal and state systems, church and state related issues, teacher rights, rights of students, instructional issues, tort liability, and equal opportunities in education.

EED 550 Advanced Integration of Technology into the Classroom (2 credits)

This course is an in depth study of ways to incorporate practical teaching strategies and instructional methods for integrating computers, the Internet, and other interactive technology. It focuses upon the day-to-day realities of classroom situations, provides instructional examples, and lesson ideas.

EED 560 Field Experience (1 credit)

This course is designed for students to utilize skills attained through prior coursework. The field experience requires 45 hours of contact hours, which includes summaries and reflections of each individual project, in a school setting working with students, staff, and stakeholders. The field experience will require the students to participate in projects and/or duties/tasks that a school administrator or curriculum director would likely perform as part of his or her job description. The field experience will take place during the time in which the candidate works on the thesis or scholarly project.

EED 570 Research Seminar I (1 credit)

EED 570 is the first of two research courses in the thesis track. The thesis is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a research thesis. A thesis is a systematic inquiry into an issue or phenomenon. The candidate identifies an educational issue or phenomenon by investigating it and gathering, analyzing, and interpreting data. This seminar will result in the completion of the thesis proposal, which includes an introduction, review of the literature, and methodology that are written in APA format. Some of the requirements (e.g., collecting baseline data) for the field experience (EED 560) course may coincide with the data collection of the thesis.

EED 571 Research Seminar II (2 credits)

EED 571 is the second research course in the thesis track. The candidate will have completed the thesis proposal that includes an introduction, review of the literature, and methodology (Chapter 1, 2, and 3). EED 571 will entail the gathering, coding, analyzing, and interpreting of data findings. It will include recommendations, summary of findings, and conclusions.

EED 572 Research Presentation (1 credit)

Candidates will orally present to faculty their research methodology, findings, conclusions, and recommendations from their thesis in the form of an electronic presentation.

EED 580 Scholarly Project Seminar I (1 credit)

EED 580 is the first of two courses in the scholarly project track. The scholarly project is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a scholarly project. A scholarly project results in the candidate applying theory and empirical research to create a product (e.g., program, curriculum, or intervention) that is designed to address (e.g., solve, remediate, or improve) a practical educational problem. The candidate identifies a problem, implements a product, compares data before and after the implementation of the product, and analyzes and interprets the comparative data findings. This seminar will result in the completion of the scholarly project proposal, which includes an introduction, review of the literature, and methodology that are written in APA format.

EED 581 Scholarly Project Seminar II (2 credits)

EED 581 is the second course in the scholarly project research track and will result in the completion of the project. EED 581 will entail the gathering, coding, analyzing, and interpretation of data findings.