

Education

The following matrix indicates those courses deemed transferable among institutions listed across the top of the matrix. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.

A list of the academic discipline liaisons contacts for each institution are listed at the bottom of this document.

Prefix	Number	GERTA	Course Title	BSC	DCB	DSU	LRSC	MASU	UND	VCSU	WSC	SBC
EDUC/EED/ T&L	250		Introduction to Education	2	2	2	2	3	2	3	2	2
EED	220		Geography for Teachers									3
EED	254		Classroom Management									3
EED	256		Foundations of Education									3
EED	260		Educational Psychology									3
EED	262		Strategies, Methods, & Observation in Teacher Education									4
EED/MATH	277		Math for Elementary Teacher I		3	3						3
EED/MATH	278		Math for Elementary Teacher II		2	3						2
SPD	200		Exceptional Children									3
T&L	252	ND:SS	Child Development						3			
T&L	350		Development and Education of the Adolescent						3			

EDUC/EED/T&L 250 Introduction to Education

A study of teaching as a profession, including historical, philosophical, social, and psychological foundations of education. (Co-requisite 298)

Students will:

1. Explore teaching as a profession and career and identify the professional responsibilities of teachers.
2. Demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.
3. Examine the structure and functions of local education systems and state education systems, and the role of the federal government in education.
4. Identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.
5. Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.
6. Identify major issues and trends dealing with curriculum and instructional practices.

Note: Each EDUC 250 course at NDUS institutions with teacher education programs will also contain unique course outcomes and information related to the conceptual framework and the requirements of the particular program.

Note: If the first early field experience for teacher education students is a part of the EDUC 250 Introduction to Education course, the following course outcomes should be added to the above list.

7. Participate in an early field experience program in elementary or secondary schools to gain practical experience in areas such as observing teaching, participating in small instructional groups, correcting assignments, assisting with record keeping, assisting with technology, and other activities assigned by the cooperating teacher.
8. Complete the required number of hours of field experience.

EED 220 Geography for Teachers

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 to work 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 254 Classroom Management

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.

EED 256 Foundations of Education

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

EED 260 Educational Psychology

This course introduces 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, reflecting teaching, and characteristics of learning environment and student assessment. This course introduces humanistic, cognitive, behavioral, and psychological models of classroom management.

EED 262 Strategies, Methods, and Observation in the Teacher Education

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 make 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 Teachers I

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 program and teaching techniques.

EED 278 Math for Elementary Teachers II

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 programs and teaching techniques. Mathematical standards are addressed also.

SPD 200 Exceptional Child

This course is an overview of special education, focusing on the issues, concepts and legal requirements related to the identification, assessment, and provision of services to children with disabilities. The etiology and characteristics of each exceptionality and discuss. The impact of the disability will be explored, learning process and related areas of cognitive, affective, and psychomotor development. In addition, this course will examine the importance of the child's culture, family and community when developing and implementing an individual education program.

T&L 252 Child Development

Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment.

T&L 350 Development and Education of the Adolescent

A comprehensive examination of the characteristics and behavior of the early adolescent student with implications for curriculum and instruction in the junior high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological, and psychological factors in development.