

Undergraduate Courses

ED 150 Educational Participation in the Community (E.P.I.C.) (1)

Supervised school-based field experience in Pre K - secondary school settings designed for potential teacher candidates to investigate teaching as a profession. A minimum of 35 hours in an assigned school setting required. Orientation to the Washburn teacher education program included during university classroom sessions. Concurrent enrollment in ED 200 required. Pass/fail only.

ED 160 Introduction to Early Childhood Education (3)

This course encourages students to explore their suitability for a career in early childhood education through academic class work and observation of children from birth through third grade. In addition to child development, birth through age 10, students develop a working knowledge of the history, philosophy, theories, goals and practices of educating young children in educational settings. ED 160 is a prerequisite for all other early childhood education courses.

ED 161 Essentials of Early Childhood Education I (4)

Six competency areas of the Child Development Associate (CDA) Program are covered: safety; health; learning environment; physical development; cognitive skills; and communication skills. Both CDA and non-CDA students will be required to participate in field experiences in early childhood settings and to prepare individual portfolios that document proficiency in each of these areas. Prerequisite: ED 160.

ED 162 Essentials of Early Childhood Education II (4)

A continuation of ED 161 covering six additional competency areas of the Child Development Associate (CDA) Program (creativity; self-concept; social skills; guidance; family; program management; and professionalism). Prerequisite: ED 160.

ED 200 Educational Psychology (3)

The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology, as they apply to teaching, learning, and other aspects of educational practice. In addition to theories of learning, motivation, and intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings. Prerequisite: Concurrent enrollment in ED 150 (EPIC I).

ED 225 Becoming an Educational Professional (3)

An overview of professional expectations of teachers. Students will be introduced to a variety of teaching models; processes for developing short and long term teaching plans; and strategies for assessing student learning. A review of influences of P-12 students' individual, family, and community characteristics on the teaching and learning process will be explored. The process for developing a professional portfolio is also included. A minimum of 24 hours of school/community field experiences is required. Prerequisite: ED 200.

ED243/343 Infants and Toddlers in Early Childhood Education Programs (2)

This course integrates all aspects of developmental early care and education of children from birth to age three, which includes child growth, development, and learning. Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 245/345.

ED 245/345 Practicum in Infants and Toddlers Education (2)

This course provides students with opportunities to apply the knowledge and concepts of child development with children from birth to age three. Prerequisite: ED 160; ED 200 Concurrent enrollment in ED 243/343.

ED 267/367 Curriculum in Preschool Education (2)

The overall purpose of this curriculum development course is to explore teaching/learning strategies and how to support and encourage children in the development of cooperation, creativity, cognition (literacy, mathematics, science, and social studies), and motor skills in a developmentally appropriate curriculum. Prerequisite: ED 160, 200, 243/343, and 245/345.

ED 268/368 Methods in Preschool Education (2)

The primary focus of this course is on the development of methods and materials that support the physical, emotional, social, and intellectual needs of preschoolers. Prerequisite: ED 160, 200, 243/343, and 245/345. Concurrent enrollment: ED 267/367 and ED 269/369

ED 269/369 Practicum in Preschool Education (2)

A supervised field experience in a preschool setting and a seminar exploring child development issues. This course includes planning, teaching, and assessing developmentally appropriate activities for preschoolers in field placements. Prerequisites: ED 160, 200, 343, 345, and permission of the instructor. Concurrent enrollment in ED 267/367 and 268/368.

ED 300 Integrating Technology into the Curriculum (3)

This course is designed to equip early childhood, elementary, and secondary preservice teachers with the necessary skills to develop instructional practices that will allow them to incorporate technologies successfully in their classrooms. Prerequisite: Admission to teacher education, CM 101 (or equivalent) and ED 200.

ED 302 Teaching Exceptional Learners (3)

A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included into the regular classroom. Exams PL105-17 and Kansas Plan for servicing exceptional learners in the school environment. Instructional strategies and appropriate resources for various exceptionalities are explored in detail. Prerequisite: ED 200 and admission to teacher education.

ED 305 Language and Literacy (2)

An overview of language development and the relationship of oral language and literacy. Students learn to assess and stimulate oral language development and emergent literacy skills. Prerequisite: Admission to teacher education.

ED 310 Teaching Mathematics in the Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Investigates general content and teaching strategies for each strand of the elementary mathematics program. Problem solving and mental computation will be integrated and the development and use of manipulatives will be stressed. Current curriculum trends and the role of calculators and computers will be explored. Prerequisites: admission to professional teacher education programs, and a grade of "C" or better in both MA 116 & MA 228.

ED 315 Teaching Science in the Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Methods and materials for teaching knowledge, processes, and applications in physical, earth and life sciences will be developed. Emphasis will be placed on activity-oriented programs. Prerequisites: admission to professional teacher education programs, PS 126, BI 100, and BI 101.

ED 317 Math/Science Practicum (2) A supervised field experience in the teaching of mathematics and science in the elementary grades. Prerequisite: concurrent enrollment in ED 310 and ED 315, and Permission of Instructor.

ED 320 Teaching Reading in the Elementary School (3)

The theory and practice of teaching reading including word attack, comprehension, and study skills. Special emphasis is given to the use of basal and other instructional materials in regular and special reading classes. Prerequisite: admission to professional teacher education programs.

ED 324 Curriculum and Methods of Elementary School Physical Education (4)

Methods in planning, presenting, and administering a physical education curriculum in the middle and elementary schools. Cross-listed as PE 324.

ED 325 Teaching Language Arts and Children's Literature (3)

The theory and practice of teaching oral and written communication skills. Special emphasis is given to the interrelationship between literature for young people and the language arts skills of listening, speaking, reading and writing. Prerequisite: admission to teacher education.

ED 326 Methods in Secondary School Physical Education (3) Methods in planning, presenting, administering, and evaluating physical education for middle and secondary school teachers. Cross-listed as PE 325.

ED 327 Literacy Practicum (2)

A supervised field experience in the teaching of literacy skills in the K-6 classroom. Prerequisite: Admission to teacher education.

ED 330 Teaching Social Studies through Integrated Curriculum (3)

This course includes content, methods, and learning theory for effective social studies instruction. Methods for integrating social studies instruction with other content areas including the arts will be addressed. Special attention is given to methods which promote critical thinking abilities necessary for participation in a diverse democratic society. Prerequisite: Admission to teacher education.

ED 335 Creative Experiences in the Elementary / Middle School (3) This course explores various elements of aesthetics including: art and music. The relationship of such activities to the teaching/learning environment is also developed. The use of creative activities to enrich other content areas is given special attention. Prerequisite: Admission to teacher education.

ED 337 Social Studies Practicum (1) One course in a unified block in the teaching of social studies and aesthetics. This course requires students to develop and teach social studies lessons in the elementary school classroom. Prerequisite: Admission to teacher education.

ED 340 Teaching Adolescents in a Middle Level in Environment (3)

Understanding the unique nature of middle level education will be the focus of this course. Based upon readings, field experience, and class discussion, students will study the nature of adolescent development, curriculum and instruction, programs and collaborative interactions that support an effective middle school program. Prerequisite: Admission to Teacher education.

ED 350 General Secondary Methods (3)

Extensive laboratory and simulated classroom experiences with field-based observation. All secondary majors are required to have at least one methods course, and this course fills the basic requirement when a special "special area" methods course is unavailable. All students who enroll in this methods course participate in a field-based teaching experience at various secondary schools. Prerequisite: permission of instructor.

ED 352 Methods of Teaching Science in the Secondary Schools (3)

Principles and philosophy of science education; development of the secondary science curriculum; and organization, presentation, and evaluation of science in middle/secondary schools. Includes extensive laboratory and simulated classroom experiences as well as field based observation and class-room participation. Prerequisite: Admission to teacher education and permission of instructor.

ED 353 Assessment and Evaluation in Early Childhood Education (3)

Students in this course will learn how to assess and evaluate young children's development and learning. Typical assessment procedures appropriate for children from birth through third grade will be studied. Techniques will be developed to record children's behavior individually and in group settings. Prerequisites: Admission to teacher education.

ED 355 Principles of Vocational Education and Student Organizations (3)

The development and role of vocational education in public education, the federal vocational education legislation, and the development of student organizations. Prerequisite: permission of instruction.

ED 362 Methods of Teaching English in the Secondary Schools (4)

The study of and practice in the methods of teaching literature, language, and writing, in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students' progress in writing. Students participate in a field-based experience at various secondary schools. Prerequisite: Admission to teacher education and permission of the instructor.

ED 363 Methods of Teaching Mathematics in the Secondary School (3)

Principles and methods of teaching the process and content of secondary school mathematics. Includes emphasis and training in general mathematics, algebra, geometry, as well as advanced mathematics. All students who enroll

in this course participate in field based teaching experiences at various secondary schools. Prerequisite: Admission to teacher education and permission of the instructor.

ED 366 Methods of Teaching Social Studies in the Secondary School (3) Principles and methods of teaching the process and content of the social studies. Includes emphasis and training in locating information, developing instructional units, and using instructional aids. All students enrolled in this course participate in field-based teaching experiences at various secondary schools. Prerequisite: Admission to teacher education and permission of instructor.

ED 368 Methods of Teaching Foreign Language in the Secondary School (3)

Principles and methods of teaching foreign languages in the secondary schools. Extensive laboratory and simulated classroom experiences with field experiences with field based observation. Discussion of problem situations observed in the classroom. Emphasis given to proficiency oriented teaching of various target languages, developing instructional units, use of multimedia resources, and principles of foreign language testing. Prerequisite: Admission to teacher education and permission of instructor.

ED 375 Teaching Science in the Middle School (3)

This course investigates basic content/ pedagogy, and the importance of science in a middle school program. How students learn science and effective strategies including inquiry, use of technology, and laboratory experiences will be investigated. Current curriculum trends will be explored and lessons will be developed based on national and state standards. Prerequisite: Admission to teacher education.

ED 376 Family, School and Community Collaboration in ECE (3)

Students will examine trends that promote inter-agency and interdisciplinary approaches to serving the needs of young children and their families. The role of the teacher or other education-focused entity of a program will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. Skills that foster communication and cooperation among families of various cultures will be studied. Prerequisites: All 200 level ECE courses, formal admission to teacher education.

ED 380 Elementary Art Education (3)

Study of the artistic development of children, practice with art materials, techniques, and concepts appropriate to the elementary grades including planning and presentation of art lessons. Production, aesthetics, criticism, and history of artworks is emphasized as the basis for children's growth in art learning. Cross-listed as AR 380.

ED 381 Craft Techniques in Middle and Secondary Schools (3)

The artistic development of jr. and sr. high art students and how it relates to technical/artistic skills. Safety and health hazards of the public schools art room. Hands-on experience with metalry, papermaking, fibers, and earthenware craft processes. The philosophy, traditions, and current position of crafts in the art world. Cross-listed as AR 381.

ED 382 Methods and Philosophy in Art Education (3)

Examination of historical and current theories of art education, the development of personal philosophy of art education, and the determination of curriculum goals and objectives. Effective teaching methods for lesson planning, presentation, and evaluation are studied. Prerequisite: Admission to program. Cross-listed as AR 382.

ED 385 Foundations of Education (3)

A survey course describing the social, cultural, historical, and philosophical bases of American education. Encourages students to develop a professional perspective based upon an understanding of essential educational foundations. Prerequisite: Admission to teacher education.

ED 400 Understanding the School (2)

Seminar course taught in conjunction with Student Teaching (ED 410, 415, 420 and 430). This course is designed to help students synthesize their understanding of schools, to reflect upon their student teaching experience, and to integrate educational theory and practice. Prerequisite: Admission to Student Teaching.

ED 402 Teaching Struggling Learners (2)

This course is designed to assist the preservice teacher in understanding how to identify, assess, plan, and teach individuals who do not have a diagnosed disability, but are struggling in their learning for no apparent reason.

Preservice teachers will survey problems that block some students from successful achievement in reading, writing, math, and general learning tasks. The preservice teacher will develop the knowledge and skills necessary to assess and analyze problems and to provide appropriate instructional strategies for specific learning problems. Prerequisite: Admission to teacher education. Concurrent enrollment in Block C for K-6 licensure candidates.

ED 405 Classroom Management (1)

Various methods of managing classrooms and student behaviors within diverse learning environments. Prerequisite: admission to teacher education.

ED 410 Secondary Student Teaching (6-12) Directed and supervised teaching of content in 6-12 classrooms. Students are assigned to Topeka and neighboring schools for a period of six or twelve weeks. Not available for graduate credit. May be taken on a Pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.

ED 415 5th - 8th Grade Student Teaching (4)

Directed and supervised teaching of content in 5-8 classrooms. Students are assigned to Topeka and neighboring schools for a period of six weeks. Not available for graduate credit. May be taken on a Pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, middle school teaching content courses, and admission to student teaching.

ED 420 K - 6 Student Teaching (8)

Directed and supervised teaching for 8 weeks in a K-6 classroom. Not available for graduate credit. May be taken on a Pass/fail basis only. Prerequisites: Completion of appropriate professional education and K -6 licensure courses, and admission to student teaching.

ED 430 Student Teaching in Birth through Grade Three (4)

Directed and supervised student teaching in a kindergarten through grade three educational setting. Not available for graduate credit. May be taken on a Pass/fail basis only. Prerequisites: Completion of appropriate professional education and Birth-Grade 3 licensure courses, and admission to student teaching.

ED 444 Art in the Elementary /Middle School (3)

Understanding the purpose behind the creative process as it applies to teaching and evaluating art produced by the child. Relates various art experiences to the student's developmental and emotional level. Applies elementary, middle, and secondary art experiences to the "regular" classroom. Prerequisite: permission of instructor.

ED 450 Language Problems of Non-English Speakers (3)

Emphasis on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. May be taken for undergraduate credit and ED 499 for graduate credit. Prerequisite: Senior standing and permission of instructor.

ED 456 Advanced Children's Literature (3)

Advanced survey and analysis of the literature written for children through middle school with instructional applications. A variety of literary forms explored with emphasis on evaluation and development of specific strategies to enhance reader/listener comprehension and appreciation. Emphasis given to planning lessons which incorporate children's literature in instruction across the curriculum. Prerequisite: senior standing.

ED 472 Issues in Modern American Education (3)

Critical analysis of contemporary problems and issues in American education. Consideration of historical, sociological, and philosophical foundations affecting problems and issues included. This course is part of the graduate core. It may also be taken for undergraduate credit.

ED 474 Special Topics in Education (1-3 hrs)

Courses in special topics which will vary from semester to semester and will be announced in advance. ED 474 may be taken for more than one semester. Prerequisite: permission of the Department Chairperson and the instructor.

RD 484 Reading in the Content Areas (3)

A study of the specific reading skills relating to the various disciplines found in middle and secondary schools. This course addresses the philosophy that the effective content teacher includes the teaching of reading as an essential

element for affecting the content. Emphasis is given to the importance of pre and post assessment of students' reading skills and abilities, comprehension strategies, thinking and study skills, readability of materials and collateral reading. This course is required for all middle school and secondary school majors in the State of Kansas. This course may be taken for undergraduate and graduate credit. Prerequisite: Admission to teacher education and permission of instructor.

ED 486 Issues in Educational Technology (3)

Critical examination of historical, sociological, philosophical foundations and implications of the implementation and use of technology in an educational setting. Prerequisites: ED 300 and permission of instructor.

ED 494 Philosophy of Education (3)

An historical and contemporary analysis of philosophical perspectives concerning the educational process. Develops and traces schools of educational thought in an effort to help students clarify their own educational philosophy, the relationship between educational philosophy and practice emphasized. May be taken for undergraduate or graduate credit. Prerequisite: senior standing and permission of instructor.

ED 497 Independent Study in Education (1-3)

Intensive guided study in a special topic in education or early childhood education. Independent Study in Education is available only to candidates for teaching certificates. Prerequisite: admission to an approved program of study and written approval of the Chairperson of the Department of Education.