

Skidmore College Education Studies

Spring 2019 Courses

ED100 - Foundations of Early Childhood Education and Classroom Teaching

3 Credits, Mary Ellen Towne, Mondays & Wednesdays 2:30-3:50pm

The study of child development and educational practice as it pertains to young children from birth through eight years of age. The course explores the history of early childhood programs and a consideration of different program models. The course will also explore four core elements of early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participate in the Early Childhood Center (ECC) classroom and visit off-campus environments to strengthen understanding of models of early education, and to reflect upon and interpret their experiences in journal writing and through classroom discussions and activities. (Not for liberal arts credit.)

ED115 – School and Society

4 credits, Jay Meeks, Tuesdays & Thursdays 3:40-5:00pm

An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. Students will explore the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice, and examine the nineteenth-century Common School period, twentieth-century standardization and consolidation, and twenty-first-century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education. (Required of majors. Fulfills social science requirement.)

ED200 – Child Development and Learning

3-4 credits, Joan Swanson, Tuesdays & Thursdays 2:10-3:30pm

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. The course covers theory and research relating to the physical, cognitive, social, and emotional development of children and emphasizes the impact of child developmental knowledge on instruction. Students will have the opportunity to extend their knowledge through observations and service-learning opportunities. (Required of majors. Not open to juniors and seniors.)

ED213 – The Exceptional Child in the Elementary School

3 credits, Joan Swanson, Tuesdays & Thursdays 9:40-11:00am

A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94-142 and Section 504 on the elementary school program.

ED231 – Children’s Literature

4 credits, Marisol Diaz, Wednesdays & Fridays 12:20-1:40pm

A survey of children’s literature. Students will be introduced to a variety of genres, authors, and illustrators with an emphasis on selection criteria and implementation of literature-based programs in the elementary classroom. A consideration of trends and issues in children’s literature. Exploration of topics related to censorship, gender roles, violence, as well as political and social themes. (Not open to first-year students. Required of majors.)

ED261C – Urban Education

3 credits, Jay Meeks, Tuesdays & Thursdays 12:40-2:00pm

This course serves as an introduction to urban education in the United States where we will consider some key issues and debates. Using Detroit as a touchpoint, themes to be explored are: (1) What do we mean when we use the descriptor *urban*? (2) How do *historical, economic, and sociopolitical* factors influence and shape the schooling experiences in cities? (3) What are the challenges and what are the opportunities for urban schools in the 21st century?

ED314 – Educational Assessment and the Exceptional Child

3 credits, Laura Ficarra, Tuesdays 5:30-8:20pm

The study of educational assessment procedures and instruments and their interpretation and application in preparing educational environments for children who are disabled and nondisabled. Students will develop comprehensive evaluation plans, design criterion referenced tests and observational systems, and assess individual children. (Not for liberal arts credit.) **Prerequisites:** [ED 213](#).

ED334 – Practicum in Integrated Curriculum and Instruction

4 credits, Hope Casto, Mondays 9:00am-12:00pm

Prepares students to make informed decisions related to curriculum and instruction in elementary education. Topics include lesson planning, choosing resources to support student learning, applying various instructional strategies including the use of technology, using assessment data to strengthen the teaching and learning process, and learning to use self-evaluation and reflection. The social studies curriculum will be the focus for modeling integrated teaching. (Not for liberal arts credit.) **Prerequisites:** Open only to juniors admitted to the professional sequence.

Taken concurrently with ED 335 and ED 336.

ED335 – Teaching Reading in Elementary School

4 credits, Marisol Diaz, Fridays 9:00am-12:00pm

An advanced reading course that includes the effective teaching of literacy and literature in the upper elementary classroom, grades 3-6. The course builds on and applies theory and concepts learned in Emergent Literacy. It includes developing curriculum for literature studies, teaching writing, teaching literacy across the curriculum, and assessment of readers and writers, with a focus on readers at risk. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. (Not for liberal arts credit.)

Prerequisites: [ED 233](#). Open only to juniors admitted to the professional sequence. Taken concurrently with [ED 334](#) and [ED 336](#).

ED336 – Teaching Elementary Mathematics

4 credits, Virginia Lee, Wednesdays 9:00am-12:00pm

A course designed to introduce students to current principles and methods for teaching mathematics in the elementary school. Topics and content will be addressed using active-learning and cooperative-learning strategies, manipulative materials, active-assessment and technology-based-assessment techniques, and current research of interest and relevance to educators. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. (Not for liberal arts credit.) **Prerequisites:** Open only to juniors admitted to the professional sequence. Taken concurrently with [ED 334](#) and [ED 335](#).

ED338 – Teaching Elementary Science

2 credits, Virginia Lee, Mondays 12:20-2:20pm

Introduction to current principles and methods for teaching science in the elementary school. Topics and content will be addressed using inquiry-based and cooperative-learning strategies. Topics include designing, justification, and implementation of lesson plans; use of manipulative materials; formative, summative, and performance-based assessments; the integration of children's literature units; and current research of interest and relevance to educators. As a culminating experience, students will design and deliver station-based lessons with young children. (**Prerequisite:** [ED200](#))

ED375 – Senior Thesis in Education Studies

4 credits, Joan Swanson, Wednesdays & Fridays 10:10-11:30am

In this seminar, students research and discuss current issues in education. A major paper reporting the results of the student's library or empirical research is required. Students are encouraged to pursue topics that reflect the application of theory into practice while also integrating coursework and teaching experiences acquired both locally and abroad. This course is a capstone experience and is required of those seniors seeking departmental honors.

Prerequisites: Open only to seniors and with permission of instructor.