

EDUC: ELEMENTARY EDUCATION (ELED)

ELED 400 - CURRICULUM, INSTRUCTION, AND ASSESSMENT

Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices in curriculum, instruction and assessment. Curriculum models, instructional design including lesson and unit planning and development of assessment tools for diagnostic, formative and summative assessments.

Credits: 3

Course Notes: Open to COE majors only.

ELED 401 - FOUNDATIONS & COMMUNITY

The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.

Credits: 3

ELED 403 - IND. COACH & FIELD EXP I

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through one-on-one instruction with a transition to small group instruction. Field experience provides a setting to implement other Orientation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Course Notes: Open to COE majors only.

ELED 428 - IND. COACHING & FIELD EXP. 2

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: EDUC 402 and ELED 400 and ELED 401 and ELED 403

ELED 441 - METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

This course provides strategies and curriculum for teaching mathematics and science in grades K-8 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations.

Credits: 3

Prerequisites: EDUC 402 and SPED 412 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 428

Course Notes: Cross-listed with SPED 441

ELED 446 - METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

This course provides strategies and curriculum for teaching natural, physical, earth, and space sciences in grades 1-6 and models and examines an investigative approach to elementary science instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, scientific demonstrations, problem solving, scientific reasoning, and applications to self and life situations.

Credits: 3

Prerequisites: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and EDUC 402 and SPED 419 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 428

Course Notes: Admission to NDTA Required

ELED 447 - METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

This course provides strategies and curriculum for teaching social studies in grades 1-6, and models and examines an interdisciplinary and multicultural approach to history, government, geography, civics, and other social studies areas. Strategies focus on assessment, communication, inquiry- and project-based learning, building connections to diverse learners, global relationships, and applications to self and societal issues and problems.

Credits: 3

Prerequisites: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and EDUC 402 and SPED 419 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 428

Course Notes: Admission to NDTA Required

ELED 448 - IND. COACH & FIELD EXP III

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Innovation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small and large group instruction. Field experience provides a setting to undertake other Innovation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: READ 420 and ELED 441 and ELED 428

ELED 470 - STUDENT TEACHING AND SEMINAR IN THE ELEMENTARY SCHOOL

Open only to graduate students in elementary school teaching.

Credits: 6

Course Notes: All required coursework, advisor consent., ICTS Content Test with min. score Pass required. Registration completed by Office of Field Placement., Course fee: \$300 edTPA test fee

ELED 495 - INDEPENDENT STUDY

Credits: 1-6

Course Notes: ICTS Basic skills test with min score pass required.