

ELEMENTARY EDUCATION (EDC)

EDC-083: Pathways Program: Mentorship and Leadership (1 Credits)

This one credit elective is open to students from all academic majors. Pathways mentors receive continuous training for mentoring. They work with Rogers High School students for two hours per week. They assist students with homework, regularly scheduled check-ins, teaching/assisting with classes, workshops, and college trips. In addition, Pathways mentors meet for one additional hour per week to prepare instructional materials. Students will learn leadership and near-peer mentoring skills through the use of the NASPA Peer-educator model.

EDC-084: Communicating Across Cultures (1 Credits)

This workshop will focus in enhancing students' Cross Cultural Competency Skills and their ability to see the world from someone else perspective. In addition, the workshop will provide participants with way to explore areas of personal bias and develop effective communication skills for working with diverse individuals within the work environment.

EDC-120: Introduction to Race and Inequity in American Education (3 Credits)

This course is designed for students to explore and analyze the historical context of major issues, concerns, and implications of the impacts that institutional racism has on education in America. Students will explore how institutional racism is reflected in current teaching practices and academic curriculum and explore research-based strategies for teaching to students who are negatively impacted by institutional racism. From a cultural perspective, students will analyze classical and modern theoretic ideologies of teaching and learning to support the diversity reflected in American schools, as well as, to promote social and education reform. This course will lay a robust foundation to help students better understand and practice the department's goals to prepare culturally responsive teachers.

EDC-140: Preparing to Teach Math (1 Credits)

This course is designed for teacher education candidates who seek a greater understanding of mathematical concepts and processes necessary in order to effectively teach mathematics in the K-12 classroom. Teacher education candidates will acquire more in-depth knowledge of the logic of mathematical processes, problem solving strategies, and approaches to promote mathematical thinking.

EDC-190: Teaching Physical Education and Health (1 Credits)

This course is designed to provide teacher education candidates with basic understandings of the need and value of physical education and health in the school setting.

EDC-202: Foundations of Reading (3 Credits)

This course will provide the theoretical foundations of reading and literacy. Students will learn the scientifically based research necessary to understand how reading develops. Through evidence-based effective methods and strategies, students will learn to teach the essential elements of reading. Students will also learn to use assessments to differentiate instruction and design interventions that support all learners.

EDC-203: Technologies for Instruction and Assessment (3 Credits)

This 3-credit course allows teacher education candidates the opportunity to explore technology used to teach, reinforce, and enhance student learning in the elementary classroom as well as examining its use in a data-driven classroom. This course fosters skill development in the area of instructional technology and in information processing skills. All teacher education candidates will investigate a wide range of current effective educational technology tools. Teacher education candidates will examine how technology is used to create assessments for the class (formative assessments and summative assessments) and will explore the use of technology to assist in a data-driven classroom. Activities and projects address teacher education candidates' abilities to effectively use technology in instruction and in assessment. The course goals and objectives selected for this course meet the most current technology standards (ISTE) recommended for teacher education candidates by the International Society for Technology in Education (ISTE, 2011) and the Rhode Island Professional Teacher Standard (RIPTS, 2008). Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

Course Fee: \$35.00

EDC-220: Child and Adolescent Development and Theories of Learning (3 Credits)

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child/adolescent development impacts instruction. Teacher education candidates are introduced to the Rhode Island Professional Teaching Standards (RIPTS) and The International Society for Technology for Education (ISTE) Standards for Educators. Sophomore or higher academic standing is required.

Cross-listed with: SCD-220.

EDC-243: Children's Literature (3 Credits)

This course is designed to provide an overview of children's literature. Books of fiction, poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Multicultural literature is explored across genres. Standards for the selection of books will be considered. Writing is an integral component. Sophomore or higher academic standing is required.

EDC-298: Tutoring and Mentoring in a Multicultural Society I (1 Credits)

This course affords teacher education candidates the opportunity to acquire mentoring skills in order to assist children in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. Candidates develop an awareness of culturally responsive pedagogy through this field experience. In the process, many teacher education candidates realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

EDC-299: Tutoring and Mentoring in a Multicultural Society II (1 Credits)

This course is designed for tutors and mentors to develop effective multicultural strategies to help their K-12 students from diverse populations improve and/or gain effective learning strategies and positive attitudes about themselves. In the process, students realize a commitment to the lifelong pursuit of community service. Requirements include seminar participation and a total of 15 hours of tutoring/mentoring per semester. Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

EDC-305: Teaching Social Studies in Elementary School (3 Credits)

In this course teacher education candidates examine, integrate, apply and evaluate Social Studies methods, content, resources, and materials for teaching at the elementary school level. Both practical and theoretical perspectives on the teaching and learning of Social Studies are explored. The goals and thematic strands of the National Council of Social Studies and standards embedded in Rhode Island Core Standards are studied and applied. There is emphasis on planning and teaching with a multicultural and global perspective on citizenship education leading to active involvement of children in the classroom, school, community, and beyond. Teacher education candidates' experiences include using inquiry, cooperative learning, primary sources, children's literature, technology, the arts, and hands-on activities. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experiences provide opportunities for candidates to demonstrate attainment of social studies teaching skills through creating and teaching an integrated thematic unit in an elementary classroom. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

Course Fee: \$75.00

EDC-320: Teaching Literacy and Language (6 Credits)

This course integrates content, methods, and materials for instruction in elementary literacy and language. Teacher education candidates develop an understanding of the functional role of listening, speaking, reading, writing and viewing in all curriculum areas. The Rhode Island Core Standards for English Language Arts/Literacy are utilized in this course. Topics include creating a community of learners in a literacy rich environment and delivery of a balanced literacy program with a focus on teaching phonemic awareness, phonics, fluency, and vocabulary and text comprehension. The role of assessment is examined from the emergent through fluent levels of reading and writing. Emphasis is placed on communication skills and their integration in the entire elementary education curriculum. Field experiences provide concrete opportunities for teacher education candidates to demonstrate application of content and strategies discussed in the class with a diverse population.

Course Fee: \$75.00

EDC-324: Teaching Mathematics (3 Credits)

This three-credit course enables teacher candidates to develop the content knowledge and skills needed to create and employ successful mathematics instructional methods with elementary students in grades 1-6 to meet the appropriate mathematics standards as identified in the Rhode Island Core Standards for Mathematics. All teacher candidates will demonstrate content mastery in the area of mathematics. For the field experience portion of this course, all pre-service teachers will design and implement standards-based lessons and assessments for elementary students' learning in mathematics based on the High Quality Curriculum Materials adopted by the district where they are placed. For each lesson, pre-service teachers will engage in the full cycle of instruction and formative assessment by analyzing student work to identify students' understandings and misconceptions and plan for next instructional steps. Attention will be given to differentiation of instruction especially with regard to the needs of elementary students from diverse cultural/ethnic backgrounds, students who are multilingual learners, as well as those with special needs. Acceptance into the Education Department is required and 2.75 minimum GPA.

EDC-325: Teaching Science (3 Credits)

This three-credit course enables teacher candidates to meet the appropriate science standards as identified in the Next Generation of Science Standards as well as the Rhode Island Professional Teaching Standards. The course aims to develop and enhance students' pedagogical skills, content knowledge, and classroom management abilities within the elementary classroom. For the field experience portion of this course, students will design and implement standards-based lessons and assessments for science and engineering design in alignment with district science curriculum. This hands-on, inquiry-based approach to teaching science gives teacher candidates the opportunity to design engaging lessons that promote student centered learning while still addressing the needs of all students. Acceptance into the Education Department is required and 2.75 minimum GPA.

EDC-354: Strategies for Teaching English Learners (3 Credits)

This course introduces students to the most current approaches to teaching English as a second language. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

EDC-431: Student Teaching in Elementary Education (12 Credits)

Student Teaching is a full-time assignment under the supervision of a clinical educator and a university supervisor. Student teachers will have opportunities for substantial responsibility with the full range of teaching duties. During this time, the experience will be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Student teachers will complete an Impact Project by conducting a relevant research review to identify effective learning strategies on an instructional topic. They will teach a series of lessons on the topic, conduct formative and summative assessments of the students learning, identify students who require remedial instruction, and develop and enact a plan for remediation. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

Course Fee: \$550.00

EDC-432: Student Teaching Seminar in Elementary Education (1 Credits)

Co-requisite(s): EDC-431 is required.

This workshop-format course will provide information and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. This course, in conjunction with EDC-431 Elementary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina University Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Senior academic standing in the Elementary Education program (see Assessment Handbook) is required.

EDC-497: Undergraduate Research I (1-6 Credits)

In-depth investigation of a specific research topic in education. Topic and credit to be determined by the faculty member who is acting as research advisor. Sophomore academic standing and permission of instructor are required.

EDC-498: Undergraduate Research II (1-6 Credits)

Pre-requisite(s): EDC-497, sophomore academic standing and permission of instructor are required.

In-depth investigation of a specific research topic in education. Topic and credit to be determined by the faculty member who is acting as research advisor.

EDC-499: Independent Study (3 Credits)

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum. Permission of department chair is required.