

## **Education: Curriculum and Teaching (EDCT)**

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### **EDCT 544 CURRICULUM, TEACHING, AND LEARNING IN THE CONTENT AREAS (3)**

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585 and 586.

### **EDCT 552 EDUCATIONAL TECHNOLOGY PRAXIS (3)**

Educational Technology Praxis requires students to take a reflexive stance towards the initiation and integration of technological skills and knowledge in authentic instructional contexts and settings. The practical application of technology will be grounded within current perspectives and trends of new media technologies and take into account educational frameworks of learning, design, and pedagogical practice.

### **EDCT 556 TECHNOLOGY, PEDAGOGY AND SOCIETY (3)**

This course relates pedagogical theories to technology integration strategies at various levels of education. The content is focused on how technology and learning are situated -- how socio-cultural issues relate to and influence technological access and use, and power and privilege. Age, gender, race/ethnicity, social class, sexual orientation, language, and social capital and its intersections will also be analyzed.

### **EDCT 557 PROJECT MGMT FOR EDUC TECHNOLOGY (3)**

This course considers how a small-scale Educational Technology research project can be conducted in an education environment. Case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis or cognate project.

### **EDCT 559 EDUCATION MEDIA AND INTERNET RESOURCE DEVELOPMENT (3)**

This course focuses on critical media literacy and issues related to researching, evaluating, and publishing online. Prerequisite: EDCT 551 or instructor approval.

### **EDCT 585 CURRICULUM DEVELOPMENT: THEORY, PRACTICE AND EVALUATION (3)**

Analyses of sociopolitical, economic and cultural influences on curriculum development, instructional processes and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required in the Curriculum, Teaching and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

### **EDCT 586 TEACHING AND LEARNING: RESEARCH AND APPLICATION-CLASSROOM (3)**

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching and Learning program. Prerequisite: consent of instructor and approval of the School of Education.

### **EDCT 595 SPECIAL STUDIES (1-4)**

## **Education: Early Childhood Education (EDEC)**

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### **EDEC 239 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)**

Introduction to the theory and practice of early childhood education (from birth to age eight). Topics include: an overview of historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practices design of appropriate learning environments, collaboration with diverse families and communities, and professional ethics and development. Course requires 15 hours of participant observation in the field. Grade only.

### **EDEC 331 PRACTICUM IN CHILD STUDY (4)**

This course is for students who have an interest in understanding the development and learning of young children within early childhood settings. During the first part of the course, students explore the field of child development by learning observational techniques, observing individual children, and participating in their classrooms. During the second part of the course, students use the information gained from observational studies to focus on the educational opportunities for social and emotional development within an early childhood classroom. This course can be used in partial fulfillment of requirements for the California Child Development Permit, and it satisfies the requirement for prerequisite fieldwork for admission to the SSU credential programs. Each student will spend at least 45 hours (approximately 3 hours per week) observing and participating in a preschool, kindergarten, or primary classroom that has been approved by the instructor. Grade only.

### **EDEC 420 CHILD DEVELOPMENT IN FAMILY, SCHOOL AND COMMUNITY (3)**

Students will explore the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. The course covers major theories of child development, including critiques and application of the theories as they relate to children from a variety of cultural and family backgrounds. The impact of child-rearing beliefs, poverty, gender issues, and language development are studied as they relate to developmentally-based practices in educational settings. Students will learn effective school-family communication practices for a diverse society, individualized curriculum to meet the needs of diverse learners, and community resources available to support families. This course is a pre-requisite to the Multiple Subjects credential program, can be applied to the Child Development Permit, and satisfies GE category E (the Integrated Person). Grade only.

### **EDEC 431 CHILD STUDY AND CURRICULUM PRACTICE-PRESCHOOL AND KINDERGARTEN (3)**

Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven weeks in each setting. Topics include classroom environment, lesson planning, teaching strategies, discipline, and child study and observation. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis Credential program or consent of instructor. Must be taken concurrently with EDUC 476 for Multiple Subject CLAD ECE Emphasis students.