EDUC 588 Educational Curriculum (3)

EDUC 595 Special Studies (1-4)
Independent study designed in consultation with an instructor. Grade only. Prerequisites: students must complete the standard SSU form and secure the required approvals during the first week of classes.

EDUC 598 Developing a Thesis/Project (3)
This is the final course in the graduate core courses in Education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided for students to assess progress in the program and to complete portfolio development. Grade only. Prerequisites: completion of all M.A. coursework or taken in final semester of M.A. coursework.

EDUC 599 Supervised Research for Thesis/Project (3)
Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

Education: Curriculum and Teaching (EDCT)

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. Open to grad students only.

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 Management for Educational 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 Educational Media and Information Literacy (3)
This course focuses on critical media and information literacy and issues related to researching, creating, and evaluating media in the Internet and Information Age. The course also highlights the origins and threads of cultural studies, media education, and digital literacy in an effort to better map and analyze both the field of digital media and learning and the evolution of digital participation and citizenship.

EDCT 560 Instructional Design and Technology (3)
Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

EDCT 562 Educational Technology Mentorship (3)
Students will apply educational technology theory and methods through mentorship experiences. Such experiences may include working in the School of Education, Faculty Center, University Library, as well as with public or private partners in an educational or training capacity that utilizes technology. Mentorships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit.

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. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 595 Special Studies (1-4)

Education: Early Childhood Education (EDEC)

EDEC 178 Introduction to ECS Major and Digital Portfolio (1)

In this course students will learn about the requirements and responsibilities of the Early Childhood Studies (ECS) major, and learn about ethical and legal requirements in field placements and professional life. They will understand the purpose of the senior portfolio in the ECS major, learn about different types of portfolios, and practice building a digital portfolio using the software myEfolio. Prerequisites: none. Grading: Credit/No Credit only. Course is not repeatable.

EDEC 201 Foundations of Early Care and Education (4)

This course provides an introduction to the theory and research that underlie professional work with young children. Topics include: historical views on childhood and play, influential theorists, historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practice, contemporary issues in early care and education, professional ethics, and professional career development.

EDEC 220 Observing Child Development in the First 8 Years (4)

Students will learn the major developmental milestones, research findings, and theories covering the social, emotional, physical, and cognitive development of children from conception through eight years old. Students will concurrently study observation techniques for documenting and assessing children's growth and development. Students' growing knowledge of observation and child development will be applied through 24 hours of supervised field work in an early care and education setting. Students must sign the School of Education Field Experience Agreement before starting at their field site. Course open to sophomores and above.

EDEC 237 Creating Environments for Young Children (4)

This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children from birth to eight years old. Students examine how to create and use the physical environment as the foundation for promoting activities that support learning and development, with an emphasis on language and literacy development and the essential role of play. Each student will spend about 24 hours observing and participating in an infant/toddler, preschool, transitional kindergarten, or kindergarten classroom that has been approved by the instructor. Students must sign the School of Education Field Experience Agreement before starting at their field site. Course open to sophomores and above.

EDEC 247 Physical Development and Health in Childhood (3)

In this course, students will study the factors that promote optimal physical development and health in childhood. Students will consider practical applications of this knowledge in a variety of organizations that serve young children. Students will also study the basics of parent education, so that they can work effectively with parents to keep children safe and to see that children receive needed health services. Prerequisite: none. Grade only. Course is not repeatable.

EDEC 270 Families and Children in Diverse Societies (4)

Class participants will study the dynamic interactions of race, culture, gender, socioeconomic status, and other factors as they relate to the care and education of children from diverse populations. Students will explore the diversity of family systems, sociocultural factors affecting the child's development, and the socializing influences of community. The coursework helps students becomes more informed and effective professionals and community members by promoting the development of the knowledge, dispositions, and skills needed to work effectively with families and children in a pluralistic society.