

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 (1-3)

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, use, 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 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. 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. Grade only.

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. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education. Grade only.

EDCT 595 SPECIAL STUDIES (1-4)

Education: Early Childhood Education (EDEC)

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 supervised field work in an early care and education setting. 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. Course open to sophomores and above.

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 become 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. Course restricted to Sophomores and above.

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 Area 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. 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. Grade only.