

## **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 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. 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)**

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### **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.

### **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 the essential role of play. Each student will spend at least 10 hours observing and participating in an infant/toddler, preschool, kindergarten, or primary classroom that has been approved by the instructor.

### **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.

### **EDEC 331 STUDYING CHILDREN IN CONTEXT (4)**

EDEC 331 provides an overview of quantitative and qualitative research methods commonly used to study young children. Topics will include research methods, the role of context in research, common early childhood psychological measurement tools, observational techniques, research ethics, library research strategies, and evaluating research reports. Coursework includes student implementation of a small scale research study in an early care and education setting. May be repeated once for credit.