

EDC

Curriculum and Instruction

- EDC 317 INTRODUCTION TO INSTRUCTIONAL MEDIA. (1)**  
An introductory instructional media experience including basic production and utilization techniques for media materials and operation of commonly used educational media equipment. Topics include graphic preservation, transparency production, audio materials, motion pictures, 35mm photographic techniques, and an introduction to videotape television. Prereq: Admission to a Teacher Education Program.
- EDC 322 ELEMENTARY PRACTICUM. (1-3)**  
Planned and supervised practicum in teaching elementary science, reading, social studies, and mathematics. Observation, selecting objectives and materials, questioning strategies, learning centers, instructional units, and assessment techniques will be emphasized. May be repeated to a maximum of three credits. Lecture, one hour; laboratory, six to twelve hours per week. Prereq: Admission to Early Elementary TEP. Concur: EDC 323, EDC 326, SEM 328, SEM 337, and EDC 339.
- EDC 323 CLASSROOM MANAGEMENT AND DISCIPLINE. (3)**  
EDC 323 should be taken in conjunction with EDC 329. Prereq: Admission to Teacher Education Program.
- EDC 326 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (3)**  
A study of methods and materials for teaching social studies at the elementary level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques for elementary social studies. Consideration will be given to addressing the individual needs of a diverse student population. Special emphasis is placed on instruction in grades K-4. Twenty hours of field experience are required in conjunction with EDC 322. Prereq: Admission to TEP and 15 hours of social sciences. Coreq: EDC 322.
- EDC 327 READING IN THE CONTENT AREAS. (3)**  
A study of materials and techniques useful in the diagnostic teaching of reading and other language arts with students in grades 5-9. The course will emphasize materials, techniques, and procedures, which diagnose individual strengths and weaknesses, and prescriptive instruction based upon the diagnosis. Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site. Prereq: Admission to teacher education or permission of instructor.
- EDC 329 TEACHING READING AND LANGUAGE ARTS. (3)**  
Development of competencies for the teaching of reading and other language arts to groups. Course will also provide an overview of the nature of reading and language arts development from grade K-8. Twenty hours of laboratory work in the schools are required. Prereq: Admission to Early Elementary Education TEP or Middle School TEP.
- EDC 330 WRITING IN THE CONTENT AREAS. (3)**  
Development of competencies for the teaching of writing and other language arts, including digital texts and other 21st century platforms, to groups. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration. Prereq: EDC 327, or permission of instructor.
- EDC 334 ORAL AND WRITTEN LANGUAGE DEVELOPMENT IN THE ELEMENTARY SCHOOL. (3)**  
A study of language differences, methods for teaching children with language differences, ways to integrate oral language instruction with the total curriculum, ways to enhance students' expressive writing abilities, and ways to teach grammar, spelling, and handwriting through functional and creative writing activities. Prereq: EDC 329 and admission to the elementary teacher education program.
- EDC 339 DESIGNING A READING AND LANGUAGE ARTS PROGRAM FOR THE ELEMENTARY SCHOOL. (3)**  
A study of materials and procedures for developing reading and language arts skills with elementary students, with an emphasis on grades K-4. Course will emphasize how to diagnose individual student skill strengths and weaknesses and build a prescriptive program based upon the diagnosis. Prereq: EDC 329; admission to the TEP or permission of instructor. Coreq: EDC 322.
- EDC 341 THE EARLY ADOLESCENT LEARNER AND METHODS IN MIDDLE LEVEL EDUCATION. (3)**  
An examination of the nature of early adolescents as well as the history and characteristics of the schools designed to teach them. Focus is on responsive pedagogy, especially the rationale behind the middle school concept and the generic techniques of teaching as an individual and as a member of an interdisciplinary team. Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site. Prereq: Admission to Teacher Education or permission of instructor.

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### **EDC 342 STUDENT TEACHING IN ART. (3-12)**

Designed to give the student practical experience through observation, planning, teaching, and evaluating procedures. The student works with children on all grade levels under the guidance of the supervising teacher. Offered on a pass-fail basis only. Prereq: Admission to the Teacher Education Program or permission of instructor.

### **EDC 343 METHODS AND MANAGEMENT IN MIDDLE LEVEL EDUCATION. (3)**

A study of classroom management in theory and practice, with a focus on planning and assessment in middle level classrooms. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration. Prereq: EDC 341, or permission of instructor.

### **EDC 346 METHODS OF TEACHING MIDDLE LEVEL SOCIAL STUDIES. (3)**

Introduction to theory, research, purposes, methods and materials appropriate to social studies instruction in the middle grades. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration. Prereq: Admission to Teacher Education, 12 hours in approved social studies courses, or permission of instructor.

### **EDC 347 METHODS OF TEACHING MIDDLE LEVEL ENGLISH LANGUAGE ARTS. (3)**

This course introduces teacher candidates to the fundamentals of theory and practice for teaching English Language Arts at the middle level (grades 5-9) as they develop an understanding of state and national standards. Course work includes current issues and recent developments in curriculum and methodology in the teaching of middle level English Language Arts with emphases on the integration of reading, writing, listening, speaking, and language use. Course includes a four-week field placement in middle school settings. Prereq: Admission to Teacher Education, 9 hours in English, or permission of instructor.

### **EDC 362 FIELD EXPERIENCES IN SECONDARY EDUCATION. (1-3)**

Supervised experiences in schools, other education agencies, and the community. Required of all students receiving a bachelors degree in secondary education. Includes field trips, work in schools, and involvement in community projects.

### **EDC 377 STUDENT TEACHING IN MUSIC. (3-12)**

A course planned for teachers who expect to become either instructors or supervisors of music in the public schools. Observation, teaching, work on research problems, and conferences with the supervising teacher included. Offered on a pass-fail basis only. Prereq: Admission to the Teacher Education Program or permission of instructor.

### **EDC 421 SURVEY OF SECONDARY MATHEMATICS CURRICULUM. (3)**

This course will examine the content of the mathematics curriculum of the secondary school and issues related to that curriculum. Students are expected to demonstrate competency in this content.

### **EDC 433 STUDENT TEACHING IN THE ELEMENTARY SCHOOL. (3-12)**

A course designed to give the student experience with and practice in the program of an elementary school. Actual work with children in all learning situations is the basic part of the course. A required weekly seminar will include sessions on: beginning teacher internship, school law and students' rights, administrative organization, and professional development. Offered on a pass/fail basis only. Prereq: Must meet the published college requirements for student teaching.

### **EDC 446 APPLICATIONS OF TEACHING MIDDLE LEVEL SOCIAL STUDIES. (3)**

This course emphasizes analyzing and assessing teaching and learning appropriate to inquiry-based social studies instruction in the middle grades. This course is in conjunction with an eight-week field experience. Prereq: EDC 346 or permission of instructor.

### **EDC 454G CULTURE, EDUCATION AND TEACHING ABROAD. (3)**

Introduction to theory and practice of intercultural communication, cross-cultural (especially international experience), and teaching with a global perspective, plus an opportunity for country-specific research. Required for those wishing to student teach overseas. Prereq: Sophomores must have instructor's permission to register. (Same as EPE 454G.)

### **EDC 501 TEACHING INTERNSHIP. (1-12)**

Supervised practice teaching under competent leadership. Observation, instruction, independent study which parallels field experience, and conferences with supervising instructor included. This course is designed primarily for students in Allied Health Professions, Education, Library and Information Science, Home Economics, and Social Work. May be repeated to a maximum of 12 hours. Prereq: EDC 500 or permission of instructor.

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### **EDC 504 LITERATURE AND RELATED MEDIA FOR YOUNG ADULTS. (3)**

A study of literature and related materials for use with young people in grades 6-12. Emphasis is placed on the special characteristics and needs of young people and the evaluation of materials for this age group. (Same as LIS 514.)

### **EDC 509 COMPOSITION FOR TEACHERS. (3)**

A course covering the basic studies helpful to teachers of English composition at the secondary level. Focuses on the teaching of grammar, punctuation, usage, etc., and on theme planning, correction, and revision. Students are required to do quite a bit of writing. Provides ENG Major Elective credit and ENG minor credit. (Same as ENG 509.)

### **EDC 513 TEACHING ENGLISH AS A SECOND LANGUAGE. (3)**

The course examines the current theories and methods of teaching English as a second language. The course will include (1) language learning theory as it relates to other disciplines; (2) methods and techniques of contrastive analysis. Prereq: One course in linguistics or consent of instructor. Provides ENG Major Elective credit and ENG minor credit. (Same as ENG/LIN 513.)

### **EDC 514 TESL MATERIALS AND METHODS. (3)**

An extension to ENG/EDC 513, this course will include examination and evaluation of published materials designed for teaching English to speakers of other languages. Students will create individualized teaching materials and gain practical experience in applying the methods and using their own materials. Prereq: ENG/EDC 513 or consent of instructor. Provides ENG Major Elective credit and ENG minor credit. (Same as ENG/LIN 514.)

### **EDC 520 ASSESSMENT AND ACCOUNTABILITY IN MIDDLE LEVEL EDUCATION. (3)**

This capstone course is taken during the student teaching experience and is taught via an online modality. The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results. Prereq: Admission to Teacher Education.

### **EDC 522 PSYCHOLOGICAL AND EDUCATIONAL TESTS AND MEASUREMENTS. (3)**

Problems of measurement with emphasis on standardized tests. General principles of test construction and evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems. (Same as EDP/EPE 522.)

### **EDC 533 TEACHING LITERACY ACROSS THE DISCIPLINES. (3)**

This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the K-12 levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized. Prereq: Graduate standing or consent of the instructor.

### **EDC 537 ADVANCED APPLICATIONS OF TEACHING WRITING. (3)**

This course promotes the thoughtful examination of writing instruction at the middle and high school levels. Throughout the course, learners are introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current research in the field, this course explores such topics as writers workshop, conferencing, assessment of struggling writers, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is offered in conjunction with an eight-week clinical field experience. Prereq: EDC 347, graduate standing, or permission of instructor.

### **EDC 541 READING AND UNDERSTANDING EDUCATIONAL RESEARCH. (3)**

The purpose of this course is to learn how to critically read, analyze, and reflect upon educational research from quantitative, qualitative, and mixed methods perspectives.

### **EDC 543 DIGITAL GAME BASED LEARNING AND INSTRUCTION. (3)**

Digital game-based video applications as prominent video-based vehicles for distance education and multimedia development through multi-user and virtual platforms. Classroom exercises and projects develop basic video game production skills including the use of graphical and video assets, flash animations storyboarding, equipment, terminology and systems, message design issues and research on DGBL.

**EDC 544 USE AND INTEGRATION OF INSTRUCTIONAL MEDIA. (3)**

Students use a range of traditional, interactive, and emerging technological interventions in analog and digital formats. Students gain skill in the operation, production, and integration of basic media such as video, graphics, videodisk, and CD-ROM in a variety of instructional settings (training, exploratory learning, on-line databases, etc.). Students demonstrate skills via the composition and production of several media documents using available tools and resources.

**EDC 547 TECHNOLOGY IN INSTRUCTION PRACTICE. (3)**

Students use instructional computing applications and understand the roles and uses of computers in instruction. Students select and use instructional computing hardware and software appropriate to instructional goals and settings. Students use electronic networks for instructional purposes. Students demonstrate skill using basic productivity software through structured assignments and collaborative projects.

**EDC 548 INSTRUCTIONAL TECHNOLOGY LEADERSHIP. (3)**

Students develop skill in advanced aspects of the operation and use of the range of instructional technologies from desktop to distributed computing environments. Students use operating systems, learn network administration, do technology planning, and work with basic authoring tools. Skill is demonstrated through a series of projects including development of a technology plan for a specified work setting and authorship of a prototype program.

**EDC 549 MIDDLE LEVEL STUDENT TEACHING. (3-15)**

This course provides candidates with the opportunity to participate in a full-time, supervised internship in middle grade classrooms. The student teaching experience occurs in a 5-9 school setting. Offered on a pass-fail basis only. Repeated for up to 15 hours. Prereq: Must meet published college requirements for student teaching.

**EDC 550 EDUCATION IN A CULTURALLY DIVERSE SOCIETY. (3)**

This course assists future educators in developing strategies to create an equitable teaching/learning environment where all students are validated, stimulated, and nurtured. Course participants explore the rationale for their current belief systems and perceptions of other cultures; investigate how and why their personal attitudes, behaviors, and expectations affect the academic and social development of children and youth, and examine contemporary educational issues. (Same as AAS 550.)

**EDC 560 LITERACY DEVELOPMENT IN THE ESL CLASSROOM. (3)**

This course is designed to introduce students to theory, research, and teaching applications of second language literacy development in the ESL classroom. This is a field-based course, and students will study current teaching methods of literacy instruction and apply those ideas with learners in an ESL setting. (Same as TSL 560.)

**EDC 575, 576 MODERN EDUCATIONAL PROBLEMS. (UNCLASSIFIED). (3 ea.)****EDC 601 THEORIES, PERSPECTIVES, TRENDS AND ISSUES IN MULTICULTURAL EDUCATION. (3)**

This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings. Prereq: Graduate standing, EDP 557 or consent of instructor. (Same as AAS 601.)

**#EDC 603 TEACHING READING TO LOW-ACHIEVING PRIMARY STUDENTS. (3)**

Reading Recovery is dependent on the level of expertise of Reading Recovery teachers. Students will learn to use the Reading Recovery procedures in order to help accelerate the learning of Reading Recovery children. Reading Recovery Teacher Leaders provide clinical supervision and guidance as teachers learn how to problem solve the particular challenges of children who are not making accelerated progress. Additionally, students will study the theoretical underpinnings of Reading Recovery. In order to work effectively within their schools in the future, teachers are placed in the teaching role with visible accountability across a school year.

**EDC 605 DISTANCE LEARNING RESEARCH AND DESIGN. (3)**

Study of the design and development of distributed learning systems in education and training. Topics include: foundations of distance education, distance learning research, and the design and development of e-learning courses and workshops. Student involvement in the design of an e-learning course or workshop will be emphasized.

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**EDC 607 INSTRUCTIONAL DESIGN I. (3)**

Introduction to the instructional design process from needs assessment and goal definition through evaluation. Each student will design prototype instructional materials based on an instructional design model and/or procedures. The course will also introduce students to the field of instructional design and technology.

**EDC 608 INSTRUCTIONAL DESIGN II. (3)**

Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design. Prereq: EDC 607 or consent of instructor.

**EDC 609 INTERACTIVE MULTIMEDIA AND USER DESIGN. (3)**

The goal of this course is to examine the theoretical foundations and best practices involved in multimedia research and interface design. These investigations are anchored in user-centered design and the methodology explored in the course is research to practice in usability testing and iterative program design. Prereq: EDC 544.

**EDC 610 DISCIPLINE AND CLASSROOM MANAGEMENT. (3)**

The course is designed to examine the causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The course content is designed around two approaches: (1) identifying prevalent problems and exploring specific solutions to them; (2) presenting selected strategies and applying them to a variety of problems. In both cases, alternatives are considered in the light of relevant theory, law, research and experience. Prereq: Teacher certification and EDP 203.

**EDC 611 AUTHORIZING APPLICATIONS FOR TECHNOLOGY-BASED INSTRUCTION. (3)**

Focuses on individual and collaborative authoring applications for technology based instructional materials. Topics include linear and non-linear information structures, instructional message design, compositional issues related to audience focus, information density, language control, and organization, and prototype production with industry standard authoring software. Prereq: EDC 547 and EDC 607 or consent of instructor.

**\*EDC 612 INSTRUCTIONAL DESIGN AND TECHNOLOGY FOUNDATIONS. (3)**

Provides an in-depth survey of the field of instructional design and technology. Topics covered include the history of instructional design and technology, critical issues, current trends and future prospects for the field, instructional development, research, certification, and professional development. Prereq: EDC 607, EDC 608 or permission of instructor.

**EDC 615 ADVANCED INSTRUCTIONAL APPLICATIONS FOR THE EARLY ADOLESCENT LEARNER. (3)**

This course for middle school teachers examines the complex nature of the 10 to 14 year old student. Analysis of recent research-based effective instructional strategies to meet the needs, interests, and characteristics of these students will be included. Prereq: Teacher Certification or consent of instructor.

**EDC 616 THE MIDDLE SCHOOL. (3)**

The purpose of this course is to provide middle school teachers with an in-depth analysis of the characteristics of effective middle school facilities. An examination of current curricular models, issues, trends, and exemplary middle schools will comprise the primary focus of this course. Prereq: EDC 615 or consent of instructor.

**EDC 617 EFFECTIVE TEACHING IN CULTURALLY AND LINGUISTICALLY DIVERSE CLASSROOMS. (3)**

The purpose of this course is to prepare educators to effectively teach culturally and linguistically diverse students in mainstream classrooms. Prereq: Graduate student status is required.

**EDC 618 ADVANCED STUDY IN THE TEACHING OF READING. (3)**

An advanced course for classroom teachers which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. Prereq: EDC 330 or 339 or 533 or equivalent.

**EDC 619 ASSESSMENT OF READING GROWTH AND DEVELOPMENT. (3)**

Clinical techniques for the diagnosis of reading disabilities. A course designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom application of the techniques is discussed. Prereq: EDC 330, or EDC 533, or EDC 534, or permission of instructor.

**EDC 620 DESIGN AND IMPLEMENTATION OF READING INSTRUCTION. (3)**

Clinical techniques used in the remediation of reading problems. It is a course designed to develop individualized procedures related to diagnosis. Classroom applications of the instructional procedures are discussed. This course is a combination of lecture and application with a student client. Prereq: EDC 619, or permission of instructor.

**EDC 620 DESIGN AND IMPLEMENTATION OF READING INSTRUCTION. (3)**

Clinical techniques used in the remediation of reading problems. A course designed to develop individualized procedures related to diagnosis. Classroom application of the instructional procedures is discussed. Lecture, two hours; laboratory, two hours. Prereq: EDC 619, or consent of instructor.

**EDC 621 LANGUAGE AND LITERACY DEVELOPMENT. (3)**

A study of language and literacy development (oral and written language development, first and second language development, etc.) across the lifespan to provide a foundation for literacy instruction and curriculum development. Prereq: EDC 641 or equivalent course in research foundations.

**EDC 622 OBSERVING AND RESPONDING TO YOUNG READERS. (3)**

Throughout the preparation year, teacher leaders engage in sensitive observation and responsive teaching of individual grade one children who have been identified as having difficulty learning to read and write. They study the theoretical rationales and practical application of Reading Recovery teaching procedures and connect their practice to wider understandings of literacy development. Across the year, teacher leaders work with a variety of children to gain a range of experiences, always focusing on teaching for accelerated learning. Reading Recovery trainers provide clinical supervision and guidance as teacher leaders learn how to problem solve the particular challenges of children who are not making accelerated progress. In order to work effectively with teachers in the future, teacher leaders are placed in the teaching role with visible accountability across a school year. Prereq: Applied for and been accepted to a Reading Recovery position in a school district.

**EDC 623 THEORETICAL FOUNDATIONS: LANGUAGE AND LITERACY LEARNING AND DEVELOPMENT. (3)**

Teacher Leaders in training examine the theoretical base underlying the processes of reading and writing. We will explore and extend our own personal models of reading and writing processes and ground this theory, building in close observations of young children reading and writing. Prereq: Applied for and been accepted to a Reading Recovery position in a school district.

**EDC 624 LEADERSHIP PRACTICUM FOR TEACHER LEADERS. (3)**

The course prepares teacher leaders for multiple and complex roles. Teacher leaders learn how to deliver initial training courses and ongoing professional support for Reading Recovery teachers. A key aspect of the teacher leader's role is to provide the yearlong course of initial training for Reading Recovery teachers. In order to prepare teacher leaders for this role, attention is given to research, theory and practice relating to adult learners.

**EDC 625 LITERACY LEADERSHIP P-12. (3)**

The purpose of this course is to prepare literacy professionals to facilitate positive change in school and community settings through program development and evaluation, mentoring, and advocacy. Students will: understand and assume various roles as literacy leaders; learn how to develop, implement, and evaluate effective research-based literacy programs and practices; learn how to design, facilitate, lead, and evaluate effective professional development programs for professional educators; learn how to mentor colleagues and work collaboratively with families, teachers, administrators, policymakers, and community members in individual and group contexts; and learn how to influence local, state, and national policy decisions related to literacy education.

**EDC 626 CURRENT ISSUES IN LITERACY EDUCATION. (3)**

"Current Issues in Literacy Education" (EDC626) is an advanced course for graduate students, which focuses on contemporary matters in literacy education and learners. An emphasis on social, historical, and political factors affecting the literacy learning is included.

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**EDC 627 OBSERVING AND RESPONDING TO YOUNG READERS, ADVANCED. (3)**

This course represents advanced study of the Fall Semester course (622). Students will continue to engage in sensitive observation and responsive teaching focusing on the hardest to teach children. Students will refine and deepen their understandings of the theoretical rationales and practical applications of Reading Recovery. The Teacher Leader-in-training will have the opportunity to observe, analyze, discuss, and directly experience the role of Teacher Leader in class and assigned field experiences, while preparing to implement the Reading Recovery program within their region, university or school district.

**EDC 628 THEORETICAL FOUNDATIONS: ISSUES IN LITERARY DIFFICULTIES. (3)**

The purpose of this course is three fold. First, to acquaint students with the most current thinking about reading and learning processes relative to young, low progress, 'at-risk' students. Second, to acquaint students with the seminal research and theories which have influenced the reading difficulties field. Third, to help students relate recent and seminal theories of learning and, in particular, reading difficulties, to young students who are hard for us to teach. Prereq: Applied for and been accepted to a Reading Recovery position in a school district. EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627

**EDC 629 LEADERSHIP PRACTICUM FOR TEACHER LEADERS, ADVANCED. (3)**

Careful attention to implementation is critical for a successful intervention. Reading Recovery has well-developed, context-sensitive and evolving mechanisms for ensuring quality implementation. Teacher leaders play a critical role in maintaining the quality of each implementation. In order to provide effective leadership, teacher leaders must be knowledgeable about the design principles of the intervention and skillful in problem solving issues that arise. Teacher leaders collect and analyze data to evaluate and strengthen the implementation of Reading Recovery. They create awareness, work collaboratively with stakeholders, and cultivate support for Reading Recovery at the building, district, site, and state levels. Prereq: Applied for and been accepted to a Reading Recovery position in a school district. EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627, EDC 628.

**EDC 630 FAMILY AND COMMUNITY LITERACY. (3)**

Viewed through a lens of lifelong literacy, this course focuses on developing strong partnerships between families, communities, and schools. Course topics will include: (a) family diversity & multiple literacies, (b) learning about, from, and with families & communities, (c) building upon family/community knowledge and resources in instruction, and (d) designing effective partnerships and family-engagement programs. Course assignments will provide hands-on opportunities to engage with these topics in real-world settings. This course is offered via a hybrid distance format, with a combination of on-campus face-to-face class meetings, synchronous online class meetings, and asynchronous work. There are no prerequisites to this course, other than graduate student status.

**EDC 632 SOCIAL STUDIES PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)**

Through campus and school-based experiences, students will learn how to engage young people in learning social studies and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

**EDC 633 BUSINESS PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)**

Through campus and school-based experiences, students will learn how to engage young people in learning business and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

**EDC 635 ENGLISH PEDAGOGY IN THE SECONDARY SCHOOL. (0-3)**

Through campus and school-based experiences, students will learn how to engage young people in learning English and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. Prereq: Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education).

**EDC 637 CLASSROOM MANAGEMENT IN SECONDARY EDUCATION. (1)**

The Classroom Management component course is designed to prepare future teachers to effectively manage aspects of their instruction, interactions with students, and student behavior in the secondary classroom. Causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher will be examined. Prereq: Admission to the M.A. Education (Secondary Education with Initial Certification).

**EDC 638 TECHNOLOGY IN SECONDARY EDUCATION. (1-3)**

This course emphasizes the use of several key interactive technologies for problem solving – problem solving that occurs on several levels: (1) instructional problem solving (using technology to support various kinds of learning outcomes for students), (2) content problem solving (using games/software/websites to learn to solve problems that reflect the principles and core concepts in your discipline, (3) assessment problem solving (using technologies to support authentic challenging assessments that support evaluation of what students know and are able to do).

**EDC 639 TEACHING DIVERSE LEARNERS IN SECONDARY EDUCATION. (1)**

This course explores the influence of self-concepts and past experiences on current attitudes, perceptions and behaviors; investigates the effects of cultural traditions, political mandates, educational trends and school curriculums on student achievement; and develops strategies to create equitable teaching/learning environments in secondary education that validate, stimulate, and nurture all students. Prereq: Admission to M.A. in Education (Secondary Education with Initial Certification).

**EDC 642 RESEARCH AND THEORY IN LITERACY EDUCATION. (3)**

The purpose of this course is to critically examine, analyze, and reflect upon research and theory pertaining to the production and understanding of oral and written language (reading, writing, speaking, listening, viewing, and visually representing). Prereq: EDC 641 or equivalent course in research foundations.

**EDC 709 SOCIAL MEDIA AND INTERACTIVE SYSTEMS DESIGN. (3)**

The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning groups that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required course work. Prereq: EDC 608, EDC 612, or consent of instructor.

**EDC 710 ADVANCED TOPICS IN INSTRUCTIONAL DESIGN. (3)**

An identification and analysis of current theories and programs of research in instructional systems design. Students will develop the skills necessary to conduct and write a scholarly literature review and identify potential areas and questions needing further study. Prereq: EDC 608, EDP 610, EDC 612, or consent of instructor.

**EDC 712 THE ELEMENTARY SCHOOL. (3)**

Recent research and modern trends in teaching the skills and content subjects in the elementary school. Planned for supervisors, superintendents, principals, and teachers for better understanding of a modern elementary school.

**EDC 714 THE SECONDARY SCHOOL. (3)**

A course designed to acquaint the secondary teacher and the administrator with the nature and function of the secondary school.

**EDC 724 GUIDING AND ANALYZING EFFECTIVE TEACHING. (3)**

A course designed for educators who are preparing to supervise teachers and who wish to analyze their own practice. Research, policies, and trends are examined and practices analyzed in the context of how to promote effective teaching. Principles apply to elementary and secondary education.

**EDC 726 CURRICULUM INQUIRY MIXED METHODS RESEARCH. (3)**

A mixed methodology conceptual framework is used to examine various approaches for designing, implementing, and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological, and ethical issues involved in action research, classroom discourse analyses, and mixed methods curriculum inquiry. Prereq: EDP/EPE 558 and EPE 663 or permission of instructor.

**EDC 730 PROBLEMS OF THE SCHOOL CURRICULUM. (3)**

Problems in the field of the school curriculum and in the preparation of instructional materials. Students enrolling in this course are required to leave on file with the College of Education a complete report of each problem studied. May be repeated once for a maximum of six credits.

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**EDC 731 SOCIAL STUDIES SEMINAR: HISTORY EDUCATION. (3)**

Advanced study of the purposes and practices that characterize K-12 history education in diverse settings, critical analysis of research on the development of children's and adolescents' historical thinking and the introduction of classroom-based techniques for assessing students' historical understanding. Prereq: Graduate standing.

**EDC 732 CURRICULUM DESIGN FOR LEARNING AND LEADING. (3)**

Critical analysis, design, and implementation of curricula. Survey of theoretical foundations, in-depth applied research experiences, design of curriculum resource materials, and implementation of curriculum designs.

**\*EDC 733 LEADERSHIP AND ANALYSIS OF ADVANCED INSTRUCTIONAL PRACTICE. (3)**

Course participants will develop leadership skills in curriculum and instruction through a variety of research-based analytic practices such as lesson study, observation, mentoring, dialogic and collaborative work in the context of a school learning community. Clinical/field/practicum experiences provide experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan to improve learning results in K-12 classrooms. This course is designed as a hybrid workshop as follows. The class begins with a one-week intensive summer experience. Online and distance learning instruction will be conducted throughout the fall semester as students engage in their course work through clinical/field/practicum experiences. During the semester, two in-class meetings will serve as midpoint and final assessments of student progress toward meeting course objectives. Clinical/field work will be conducted in school classrooms. Practicum, 1 hour; Seminar, 3 hours. Prereq: Graduate-level curriculum course, graduate-level assessment course, and a minimum of two years' K-12 teaching experience.

**EDC 740 PRACTICUM IN TEACHING READING AND RELATED LANGUAGE ARTS. (3)**

Supervised practicum in analyzing problems in reading and related language arts and providing remedial work. Requires six hours per week in practicum with individual children or groups, plus two hours per week in seminar. May be repeated to a maximum of six credits. Prereq: EDC 619, 620.

**EDC 746 SUBJECT AREA INSTRUCTION IN THE SECONDARY SCHOOL. (0-9)**

Students will teach in their subject areas in the schools full-time, meet regularly to discuss teaching effectiveness and strategies for improvement and develop their professional portfolios. May be repeated to a maximum of nine credits. Lecture, 3-9 hours; laboratory, 6-18 hours per week. Prereq: The appropriate methods course in the subject area (SEM 631, EDC 632, EDC 633, SEM 634 or EDC 635). Admission to the M.A./M.S. in Education (Initial Certification Option-Secondary Education). (Same as SEM 746.)

**EDC 748 MASTER'S THESIS RESEARCH. (0)**

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

**EDC 749 DISSERTATION RESEARCH. (0)**

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.

**EDC 750 INTERNSHIP IN INSTRUCTIONAL SYSTEMS DESIGN. (3)**

Students will apply their knowledge of instructional systems design in a real-life setting. The work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the internship coordinator. May be repeated to a maximum of nine credits. Prereq: Consent of program coordinator.

**\*EDC 755 CURRICULUM AND INSTRUCTION RESEARCH COLLOQUIUM. (1)**

Students and faculty will discuss current research and related issues in curriculum & instruction. May be repeated to a maximum of two credits. Prereq: Admission to graduate program in Curriculum & Instruction.

**EDC 767 DISSERTATION RESIDENCY CREDIT. (2)**

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

**EDC 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)**

May be repeated to a maximum of 12 hours.

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**EDC**

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**EDC 769 RESIDENCE CREDIT FOR THE DOCTOR'S DEGREE. (0-12)**

May be repeated indefinitely.

**EDC 777 SEMINAR IN CURRICULUM AND INSTRUCTION (Subtitle required). (1-3)**

A critical analysis of recently developed materials and techniques in curriculum and instruction for precollege education. Includes analysis of evaluative research related to new materials and techniques. May be repeated to a maximum of nine credits. Prereq: Consent of instructor.

**EDC 781 INDEPENDENT STUDY IN CURRICULUM AND INSTRUCTION. (1-3)**

An independent study course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. Prereq: Consent of the Director of Graduate Studies.

**EDC 791 RESEARCH PROBLEMS IN CURRICULUM AND INSTRUCTION. (1-3)**

A research problems course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. Prereq: Consent of the Director of Graduate Studies.