

EDC - Curriculum and Instruction

Curriculum and Instruction: EDC

Lower-Division Courses

EDC 101E. Orientation to Teaching in the Elementary School.

Open to all University students. Discussion sessions and assignments in public schools; designed to help students make teaching career decisions. One discussion hour and three hours of fieldwork a week for one semester. May be repeated for credit.

EDC 101S. Orientation to Teaching in the Secondary School.

Open to all University students. Discussion sessions and assignments in public schools; designed to help students make teaching career decisions. One discussion hour and three hours of fieldwork a week for one semester. May be repeated for credit.

EDC 312. Foundations of United States Schooling.

Discuss the institution of schooling, and processes of school reform, from historical, philosophical, and political perspectives. Introduction to the origins and development of public schooling in the United States in the context of processes of settler colonialism, racial capitalism, and contests over the meaning of democracy. Explore past and present influential philosophical visions of schooling and de-schooling, with focus on debates over the notion of the common school, schooling as socialization, and education for uplift and emancipation. Examine the politics and policy of education, with special attention to the consequences for students of color, Indigenous students, LGBTQIA students, immigrant students, and students with disabilities. Three lecture hours a week for one semester.

EDC 314. Children's Movement.

Explore support positive, effective physical education and implement well-planned and stimulating physical activity for children. Focus on integrating academic content with physically active classrooms. Examine principles of movement and motor development in children, curriculum, legislation and policy, physiological principles, learning principles, coordinated school health (CSH), and comprehensive school physical activity programming (CSPAP). Three lecture hours and three laboratory hours a week for one semester. Curriculum and Instruction 314 and Kinesiology 314 may not both be counted.

EDC 118C. Topics in First-Generation Scholars.

Restricted to students accepted into the McNair Scholars Program. Explore and utilize a variety of resources and opportunities for graduate studies and academic professionalization. Define, develop, produce and model an independent research project. One lecture hour a week for one semester. May be repeated for credit when the topics vary. Offered on the pass/fail basis only. Prerequisite: Selection to participate in McNair Scholars at UT Austin or consent of the instructor.

Topic 1: Graduate School Literacy. Applied Learning and Development 118C (Topic: McNair Grad School Literacy) and Curriculum and Instruction 118C (Topic 1) may not both be counted. Offered on the pass/fail basis only.

Topic 2: Teaching Academy. Applied Learning and Development 118C (Topic: McNair Teaching Academy) and Curriculum and Instruction 118C (Topic 2) may not both be counted. Offered on the pass/fail basis only.

EDC 319. Qualitative Inquiry and Education for Social Change.

Examines the socio-historical contexts of education for minoritized groups in the U.S. through empirical approach of critical qualitative inquiry in education. Explores qualitative and historical studies in which students, teachers, administrators, and parents seek to change or reform their educational experiences. Entails research in schools and non-school settings. Three lecture hours a week for one semester.

EDC 119S, 219S, 319S, 419S, 519S, 619S, 719S, 819S, 919S. Topics in Curriculum and Instruction.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Curriculum and Instruction. University credit is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

Upper-Division Courses

EDC 324. Foundations of Language and Literacy Education.

Examine the foundations of language and literacy through a lens of sociocultural knowledge and practice. Consider cognitive theories of learning, as well as sociocultural theories of the processes of language, reading, and composing, and how they relate to each other. Discuss the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) along with other component areas including oral language development, print awareness and alphabet knowledge, syllabication, and morphemic analysis. Prepare for addressing disabilities and difficulties, which are expected and part of the variation of how people learn to be literate. Three lecture hours a week for one semester. Curriculum and Instruction 339D and 324 may not both be counted.

EDC 129S, 229S, 329S, 429S, 529S, 629S, 729S, 829S, 929S. Topics in Curriculum and Instruction.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Curriculum and Instruction. University credit is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

EDC 331S. School Organization and Classroom Management in Secondary Schools.

Administrative structure of secondary schools; concepts, principles, and strategies for establishing an orderly classroom environment, preventing inappropriate behavior, and promoting student involvement in academic work. Three lecture hours a week for one semester, with at least sixty hours of fieldwork in a secondary school. Prerequisite: Admission to the professional development sequence of courses, completion of seventy-two semester hours of coursework, and a University grade point average of at least 2.50.

EDC 332S. Designs for Instruction.

One of the beginning courses in the professional development sequence for approved programs in secondary education. Three lecture hours a week for one semester, with a single seven-hour media competency evaluation to be arranged. Prerequisite: Admission to the professional development sequence of courses, completion of seventy-two semester

hours of coursework, a University grade point average of at least 2.50, and concurrent enrollment in Curriculum and Instruction 331S.

EDC 333W. Introduction to Teaching.

Open to all upper-division students. Overview of the objectives, organization, and operation of schools; the teaching process; teaching as a professional career. Two lecture hours and two hours of fieldwork a week for one semester. Prerequisite: Upper-division standing.

EDC 339C. Community Literacy.

Three lecture hours a week for one semester. Prerequisite: Admission to the professional development sequence of courses.

EDC 339D. Reading Assessment and Development.

Three lecture hours a week for one semester. Curriculum and Instruction 339D and Curriculum and Instruction 324 may not both be counted. Prerequisite: Admission to the professional development sequence of courses.

EDC 339E. Secondary School Literacy across the Disciplines.

Designed for students in a University secondary teacher preparation program. Three lecture hours a week for one semester.

EDC 339F. Adolescent Literacy.

Designed for students in a University secondary teacher preparation program. Social, political, cultural, emotional, and personal perspectives on adolescent literacy. Subjects may include adolescent literacy practices in and out of school; literacy in relation to identity, peer communities, meaning, communication, and social engagement; curricula that emphasize the social and civic purposes of literacy; and motivation, fulfillment, and democratic participation as educational outcomes. Three lecture hours a week for one semester.

EDC 339G. Literacy Seminar.

Three lecture hours a week for one semester. Prerequisite: Admission to the professional development sequence of courses.

EDC 339J. Foundations of Social Studies.

Learn to facilitate the exploration of culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices. Discuss how to enact engaging and purposeful social studies curricula for varied grade levels. Consider history, sociology, anthropology, economics, geography, and civics. Three lecture hours a week for one semester.

EDC 339K. Designing a Classroom Community with Equity and Justice.

Explore methods of designing a classroom community with equity and justice. Three lecture hours a week for one semester, and sixteen to twenty hours of fieldwork a week in an elementary school. Only one of the following may be counted: Communication Sciences and Disorders 331E; Curriculum and Instruction 331E; 339K; Speech, Language, Hearing Sciences 331E. Prerequisite: Admission to the professional development sequence of courses, completion of seventy-two semester hours of coursework, and a University grade point average of at least 2.50.

EDC 339L. Young Children As Learners.

Three lecture hours a week for one semester, and twelve to sixteen hours of fieldwork a week in a public school. Curriculum and Instruction 371G and 339L cannot both be counted. Prerequisite: Upper-division standing, twelve semester hours of upper-division coursework in education, or consent of the education adviser; and admission to the professional

development sequence of courses and a University grade point average of at least 2.50

EDC 339M. Communities and Families as Assets in Education.

Discuss the social and cultural contexts that contribute to the development of children and families within their school and community. Three lecture hours a week for one semester. May be taken four times for credit. May be repeated for credit.

EDC 340C. Spanish Language Methods for the Bilingual Classroom Teacher I.

Restricted to bilingual generalist certification students. Designed primarily to help prospective bilingual education teachers expand their oral Spanish proficiency for instructional purposes in the bilingual education classroom. Three lecture hours a week for one semester, with field hours to be arranged. Prerequisite: Credit or registration for Spanish 611D or 312L.

EDC 340D. Spanish Language Methods for the Bilingual Classroom Teacher II.

Restricted to bilingual generalist certification students. Intensive practice in the various aspects and conventions governing literacy within the elementary bilingual education curriculum. Three lecture hours a week for one semester, with field hours to be arranged. Prerequisite: Curriculum and Instruction 340C, Spanish 611D or 312L, and admission to the professional development sequence of courses.

EDC 340E. Latino Children's Literature for Bilingual Teachers.

Restricted to students seeking certification in bilingual generalist. Covers the use of oral and written literature for children in bilingual programs while examining the history and development of Spanish-language children's literature from social, cultural, and political perspectives. Subjects may include foundational books, authors, and illustrators of Latina/o children's literature; criteria for evaluating culturally authentic children's literature; multimedia and online resources related to bilingual children's literature; and the literary response process. Three lecture hours a week for one semester, with field hours to be arranged. Prerequisite: Knowledge of Spanish and completion of at least thirty-six semester hours of coursework.

EDC 340F. Foundations of Bilingual Education.

Restricted to bilingual generalist certification students. An overview of theory, practice, programs, and policy related to bilingual education as implemented in the United States. Designed to give students an opportunity to learn about and discuss issues related to bilingual education, and the education of linguistically and culturally diverse populations. Three lecture hours a week for one semester, with field hours to be arranged.

EDC 341C. Early Childhood Education.

Introduces socio-cultural understandings of key early childhood education approaches. Critically examines these approaches in relation to their constructions of the young child as a learner, images of the early childhood educator, the social purposes of early childhood education institutions, and implications for culturally sustaining pedagogy. Three lecture hours a week for one semester.

EDC 341D. Early Childhood Program Development.

Focuses on strategies for developing and supporting inquiry-based curriculum in early childhood education classrooms. Introduces pedagogical documentation as a tool to support curriculum development that is critically reflective, culturally sustaining and promotes a culture of

inquiry in early childhood environments. Three lecture hours a week for one semester.

EDC 343. Informal Science Education.

Three lecture hours and one three-hour field laboratory a week for one semester, with one four-hour Saturday field trip to be arranged. Prerequisite: Upper-division standing, six semester hours of coursework in science, or consent of instructor.

EDC 344. Digital Literacy for Teaching and Learning.

Use of digital tools to increase technical, pedagogical, and administrative proficiencies in a series of hands-on laboratory projects involving word-processing, handling of databases and spreadsheets, multimedia presentations, digital image and video editing, web page creation, and tools to create digital storytelling, e-portfolios, and electronic gradebooks. Experiential foundation creates a repertoire of possibilities for content-specific, technology-supported teaching and learning associated with learner-centered, collaborative classrooms. Emphasis on the development of critical perspectives (including pedagogical, social, technical, cultural, ethical, economic, legal, and political) to help youth fully participate in digital learning. Three lecture hours a week for one semester.

EDC 345. Curriculum Issues in Physical Education.

Study of personal teaching and physical education programs. Accompanies student teaching. Three lecture hours a week for one semester. Prerequisite: A major in applied movement science, admission to the professional development sequence of courses, and concurrent enrollment in Curriculum and Instruction 951W.

EDC 150, 250, 350. Topics in Educational Studies.

Analysis of selected topics and problems in education. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit when the topics vary.

Topic 3: Teaching Secondary Social Studies. Restricted to students seeking secondary teaching certification in social studies. Explore instructional approaches to teaching in the disciplines of social studies through advanced field-based practice. Additional prerequisite: Admission to the teacher preparation program and consent of the Office of Student Field Experiences.

EDC 150E, 250E, 350E, 650E, 950E. Elementary Grade Teaching Practicum.

Supervised practicum in early childhood through grade four classroom teaching, conducted in cooperating schools, as part of the teacher preparation program. Consists of teaching, analysis, and evaluation. For 150E, one lecture hour and eight laboratory hours (fieldwork to be arranged) for one semester; for 250E, one lecture hour and twelve laboratory hours (fieldwork to be arranged) for one semester; for 350E, one lecture hour and sixteen laboratory hours (fieldwork to be arranged); for 650E, one lecture hour and twenty-six laboratory hours (fieldwork to be arranged) for one semester; for 950E, one lecture hour and thirty-six laboratory hours (fieldwork to be arranged) for one semester. Offered on the pass/fail basis only. Prerequisite: Admission to the teacher preparation program and consent of the Office of Student Field Experiences.

EDC 351S, 651S, 951S. Secondary School Teaching Practicum.

Supervised practicum in secondary classroom teaching, conducted in cooperating schools, as part of the teacher preparation program. Consists of teaching, analysis, and evaluation. For each semester hour of credit earned, one lecture hour a week for one semester, with additional hours to be arranged. No more than nine semester hours of this course

may be taken for credit. May be repeated for credit when the topics vary. Offered on the pass/fail basis only. Prerequisite: Admission to the teacher preparation program and consent of the Office of Student Field Experiences.

Topic 1: Secondary School Teaching Practicum: English. Restricted to students seeking secondary teaching certification in English. Offered on the pass/fail basis only.

Topic 2: Secondary School Teaching Practicum: Social Studies. Offered on the pass/fail basis only.

Topic 3: Secondary School Teaching Practicum: Math. Offered on the pass/fail basis only.

Topic 4: Secondary School Teaching Practicum: Science. Offered on the pass/fail basis only.

Topic 5: Secondary School Teaching Practicum: Visual Art. Offered on the pass/fail basis only.

EDC 351W, 651W, 951W. All Level Teaching Practicum.

Supervised practicum in elementary, middle school, and secondary classroom teaching. Conducted in cooperating schools as part of the teacher preparation program. Consists of teaching, analysis, and evaluation. For each semester hour of credit earned, one lecture hour a week for one semester, with additional hours to be arranged. May be repeated for credit when the topics vary. Offered on the pass/fail basis only. Prerequisite: Admission to the teacher preparation program and consent of the Office of Student Field Experiences.

Topic 1: All Level Teaching Practicum: Theatre. Offered on the pass/fail basis only.

Topic 2: All Level Teaching Practicum: Visual Art. Offered on the pass/fail basis only.

Topic 3: All Level Teaching Practicum: Dance. Offered on the pass/fail basis only.

Topic 4: All Level Teaching Practicum: Music. Offered on the pass/fail basis only.

Topic 5: All Level Teaching Practicum: Kinesiology. Offered on the pass/fail basis only.

EDC 352S, 652S, 952S. Secondary Student Teaching Methods.

Focus on secondary teaching, and addressing instructional design and assessment. For each semester hour of credit earned, one lecture hour a week for one semester. No more than nine semester hours of this course may be taken for credit. May be repeated for credit when the topics vary. Offered on the letter-grade basis only.

EDC 363. Social Entrepreneurship in Youth and Community Studies.

Restricted to Youth and Community Studies majors. Explore social entrepreneurship and responsibility. Apply entrepreneurship skills and project management skills through individual or group assignments focusing on business development. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Upper-division standing.

EDC 364, 664. Internship.

Supervised fieldwork or clinical work in the student's area of study. For 364, at least one conference hour and ten hours of fieldwork a week for one semester; for 664, at least one conference hour and twenty hours of fieldwork a week for one semester. Only one of the following may be counted: Communication Sciences and Disorders 364, Curriculum and Instruction 364, 664, Speech, Language, and Hearing Sciences 364. Offered on the pass/fail basis only. Prerequisite: Consent of instructor.

EDC 364C. Fieldwork in Youth and Community Studies.

Restricted to Youth and Community Studies majors. Explore experiential learning in professional environments related to a chosen concentration area. Nine hours of fieldwork a week for one semester. Offered on the letter-grade basis only. Prerequisite: Upper-division standing, University grade point average of at least 2.50, and consent of the faculty adviser.

EDC 665. Classroom Interactions and Project Based Instruction.

Restricted to students admitted to the UTeach Natural Sciences post-baccalaureate program. Students are assigned to a mentor teacher classroom where they might continue as apprentice teachers the next semester. Students will be observing or teaching in the classroom at least 3 hours a week, in addition to the 6 contact hours per week. Students prepare, implement and analyze results of inquiry- and project-based lessons, focusing on student thinking and participation, and meeting the needs of students with reading and writing difficulties, those learning in a second language, and those with behavioral and psychological issues. Six lecture hours a week for one semester, with three additional fieldwork hours to be arranged. Curriculum and Instruction 665 and Science, Technology, Engineering, and Mathematics Education 695 may not both be counted. Offered on the letter-grade basis only. Prerequisite: Curriculum and Instruction 365C or Science, Technology, Engineering, and Mathematics Education 385.

EDC 365C. Knowing and Learning in Math and Science.

Same as UTeach-Natural Sciences 350. Restricted to students in the UTeach-Natural Sciences program. Psychological foundations of learning; problem solving in mathematics and science education utilizing technology; principles of expertise and novice understanding of subject matter; implications of high-stakes testing; and foundations of formative and summative assessment. Three lecture hours a week for one semester; additional hours may be required. Curriculum and Instruction 365C and UTeach-Natural Sciences 350 may not both be counted. Prerequisite: Credit with a grade of at least C- or registration for UTeach-Natural Sciences 101.

EDC 365D. Classroom Interactions.

Same as UTeach-Natural Sciences 355. Restricted to students in the UTeach-Natural Sciences program. Principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings); examination of gender, class, race, and culture in mathematics and science education; overview of policy related to mathematics and science education. Three lecture hours a week for one semester; additional hours may be required. Curriculum and Instruction 365D and UTeach-Natural Sciences 355 may not both be counted. Prerequisite: The following courses with a grade of at least C-: Curriculum and Instruction 365C or UTeach-Natural Sciences 350, and UTeach-Natural Sciences 110; and a University grade point average of at least 2.50.

EDC 365E. Project-Based Instruction.

Same as UTeach-Natural Sciences 360. Restricted to students in the UTeach-Natural Sciences program. Foundations of project-based, case-based, and problem-based learning environments; principles of project-based curriculum development in mathematics and science education; classroom management and organization of project-based learning classrooms. Three lecture hours a week for one semester with additional fieldwork hours to be arranged. Curriculum and Instruction 365E and UTeach-Natural Sciences 360 may not both be counted. Prerequisite: Curriculum and Instruction 365D or UTeach-Natural Sciences 355 with a grade of at least C-, and a University grade point average of at least 2.50.

EDC 370E. Elementary School Subjects.

Curriculum content and organization, teaching procedures, materials, and research in elementary school subjects. Three lecture hours a week

for one semester, including field hours in elementary schools. May be repeated for credit when the topics vary. Prerequisite: A University grade point average of at least 2.50.

Topic 6: Early and Elementary Reading Methods. Curriculum and Instruction 370E (Topic 1) and 370E (Topic 6) cannot both be counted. Additional prerequisite: Admission to the professional development sequence of courses.

Topic 7: Early and Elementary Writing Methods. Curriculum and Instruction 370E (Topic 2) and 370E (Topic 7) cannot both be counted. Additional prerequisite: Admission to the professional development sequence of courses.

Topic 8: Early and Elementary Science Methods. Curriculum and Instruction 370E (Topic 3) and 370E (Topic 8) cannot both be counted. Additional prerequisite: Admission to the professional development sequence of courses.

Topic 9: Early and Elementary Social Studies Methods. Curriculum and Instruction 370E (Topic 4) and 370E (Topic 9) may not both be counted. Additional prerequisite: Admission to the professional development sequence of courses.

Topic 10: Early and Elementary Mathematics Methods. Curriculum and Instruction 370E (Topic 5) and 370E (Topic 10) cannot both be counted. Additional prerequisite: Mathematics 316L or consent of the STEM education faculty, and admission to the professional development sequence of courses.

Topic 11: Inquiry and Project-Based Learning Methods.

Topic 15: Special Adaptations for the Deaf.

Topic 19: Reading/Language Arts. Additional prerequisite: Admission to the professional development sequence of courses.

Topic 20: Teaching English as a Second Language. The methods, teaching strategies, and materials for developing and assessing English language proficiency in culturally and linguistically diverse populations within the context of the elementary school curriculum.

Topic 21: Teaching Elementary Physical Education.

EDC 370S. Secondary School Subjects.

Curriculum content and organization, teaching procedures, materials, and research in one secondary school subject. Three lecture hours a week for one semester. The topic in the appropriate field is required for secondary school teacher certification. May be repeated for credit when the topics vary. Prerequisite: Admission to the professional development sequence of courses, completion of ninety semester hours of coursework, and six semester hours of upper-division coursework in the appropriate subject; additional prerequisites vary with the topic.

Topic 1: Advanced Methods in English, Language Arts, and Reading. Restricted to students in a secondary teacher preparation program in the Department of Curriculum and Instruction.

Topic 3: Advanced Methods in Social Studies. Restricted to students in a secondary teacher preparation program in the department of Curriculum and Instruction.

Topic 5: Advanced Methods in Foreign Language. Restricted to students in a secondary teacher preparation program in the Department of Curriculum and Instruction.

Topic 7: Art. Curriculum and Instruction 370S (Topic 7) and 370S (Topic 16) may not both be counted. Additional prerequisite: Curriculum and Instruction 331S and 332S.

Topic 8: Music (Vocal). Additional prerequisite: Curriculum and Instruction 331S and 332S.

Topic 9: Music (Instrumental). Additional prerequisite: Curriculum and Instruction 331S and 332S.

Topic 10: Drama. Additional prerequisite: Curriculum and Instruction 331S and 332S.

Topic 11: Speech. Additional prerequisite: Consent of instructor.

Topic 12: Teaching Secondary Physical Education.

Topic 15: Teaching Secondary School Theatre. Curriculum and Instruction 370S (Topic: Sec Sch Sum: Theatre) and 370S (Topic 15) may not both be counted.

Topic 16: Teaching Secondary School Visual Art. Curriculum and Instruction 370S (Topic 7) and 370S (Topic 16) may not both be counted.

Topic 17: Teaching Secondary School Dance. Curriculum and Instruction 370S (Topic: Sec Sch Sub: Dance) and 370S (Topic 17) may not both be counted.

Topic 18: Teaching Secondary School Music. Curriculum and Instruction 370S (Topic: Sec Sch Sub: Music) and 370S (Topic 18) may not both be counted.

EDC 370W. All-Level School Subjects.

Curriculum content and organization; teaching procedures, materials, and research in one school subject at all grade levels. Three lecture hours a week for one semester. The topic in the appropriate field is required for all-level school teacher certification. May be repeated for credit when the topics vary. Prerequisite: Admission to the professional development sequence of courses.

Topic 1: English as a Second Language.

Topic 2: Art.

Topic 3: Music.

Topic 4: Theatre.

Topic 5: Foreign Language Education.

EDC 371P. Social Entrepreneurship.

Introduction to social entrepreneurship and responsibility. Apply entrepreneurship skills and project management skills through individual or group assignments focusing on business development. Three lecture hours a week for one semester. Offered on the letter-grade basis only. Prerequisite: Upper-division standing.

EDC 371R. Reading Difficulties.

Reading theory, assessment, materials, and instruction with emphasis on struggling readers; field experiences in reading tutoring. Three lecture hours a week for one semester with additional field hours to be arranged. Prerequisite: Upper-division standing, twelve semester hours of upper-division coursework in education, or consent of the education adviser; and admission to the professional development sequence of courses and a University grade point average of at least 2.50.

EDC 371S, 671S, 971S. Praxis for Student Teaching.

Restricted to students in the UT Urban Teachers program. Explore the development of pedagogical practices that adheres to the principals of democratic education. For each semester hour of credit earned, one lecture hour a week for one semester, with additional hours to be arranged. May be repeated for credit when the topics vary. Offered on the letter-grade basis only.

Topic 1: Secondary English. Offered on the letter-grade basis only.

Topic 4: Secondary Social Studies. Offered on the letter-grade basis only.

EDC 373. African Americans in Sports.

Same as African and African Diaspora Studies 352E. Theoretical and practical complexities in issues surrounding African Americans in sports, including the relationship between athletics and higher education. Focuses on racial stereotyping, identity theory, and how practical knowledge of these theories can aid in understanding the current state of athletics. Three lecture hours a week for one semester. Only one of the following may be counted: African and African Diaspora Studies 352E, 374D (Topic 12), Curriculum and Instruction 373.

EDC 377. Conference Course in Curriculum and Instruction.

Independent studies in instructional methodology and curriculum. Conference course. May be repeated for credit. Prerequisite: Upper-division standing and consent of instructor.

Graduate Courses

EDC 380F. Sociocultural Foundations.

Problems and issues in the study of education from a sociocultural perspective. Examines research in different fields, including history, sociology, and anthropology of education; innovative education reform in the field of multicultural education; and issues of racial, class, and gender inequality. Includes a critical assessment of the American public school system, with an emphasis on social justice. Three lecture hours a week for one semester. Prerequisite: Graduate standing and admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 380G. Anthropology of Education.

Same as Anthropology 388K (Topic 2: Anthropology of Education).

A study of social life in contemporary American schools from an anthropological perspective. Three lecture hours a week for one semester. Prerequisite: Graduate standing, and twelve semester hours of upper-division coursework in education or consent of instructor.

EDC 380H. Current Issues.

Consider and address contemporary challenges observed in the various areas within curriculum and instruction including the humanities, literacy, world languages and cultures, physical education, and education technology in the contexts of EC-12 and beyond. Engage problem-solving to design solutions to advance equitable outcomes. May be repeated for credit. Prerequisite: Consent of instructor.

EDC 380R. Educational Research and Design.

An introduction to the methodology of social science research, with a focus on the field of education. Examines the fundamental assumptions, principles, and procedures of research; the meaning of knowledge and the ways in which knowledge may be acquired and communicated to others; preparation and utilization of effective questions; principles of data collection and data analysis; drawing conclusions from data; and evaluation of current research. Three lecture hours a week for one semester. Prerequisite: Graduate standing and admission to a Master of Arts or a Master of Education degree program.

EDC 380T. Writing: Process and Pedagogy.

Studies research, theory, pedagogy, and curricula in writing for school and extracurricular settings and investigates personal writing processes, habits, and strategies. Three lecture hours a week for one semester. Prerequisite: Graduate standing.

EDC 380W. Teaching Composition.

Topics in the methodologies for the teaching of writing in American elementary, intermediate, and secondary classrooms. Topics may include writing assessment, connections between school and other settings, reading-writing connections, writing development, writing to think and learn, writing for a range of purposes and in a range of genres, and classroom structures for the teaching of writing. Three lecture hours a week for one semester. May be repeated for credit. Prerequisite: Graduate standing.

EDC 381F. Introduction to Teaching and Teacher Education.

Examines research on teaching, research in teacher education, and modes of inquiry. Three lecture hours a week for one semester. Prerequisite: Graduate standing and admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 381J. Curriculum Organization.

Designed for master's degree students with majors outside curriculum and instruction and for doctoral students needing to update preparation. An overview of theories, principles, and issues in curriculum construction for modern education. The equivalent of three lecture hours a week for one semester. Prerequisite: Graduate standing and consent of instructor.

EDC 381M. Designs for Instruction.

Examination of the instructional design process at one of the following levels: elementary school, secondary school, higher education, all-level. Emphasis on promising practices and current efforts toward improvement. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, twelve semester hours of upper-division coursework in education, and teaching experience.

EDC 381R. Introduction to Systems of Human Inquiry.

Designed to provide students with the knowledge and competence in social science research methods required for careers in teaching or human services. Explores competing definitions of research; the idea of a research paradigm; characteristics of various forms of inquiry, including quantitative and qualitative research; and research methods in relation to issues of ethics and rigor. Three lecture hours a week for one semester. Curriculum and Instruction 381R and 385G (Topic: Introduction to Systems of Human Inquiry) may not both be counted. Prerequisite: Graduate standing and admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 382E. Teaching Elementary School Subjects.

Examination of the discipline of the subject-field selected, coupled with intensive study of research findings, publications of learned societies, and advanced experimentation with the improvement of instruction. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, twelve semester hours of upper-division coursework in education, an undergraduate course in the subject-field selected (if appropriate), and teaching experience or consent of the graduate adviser.

Topic 1: Reading. Additional prerequisite: Curriculum and Instruction 370E (Topic 19: Reading/Language Arts) or the equivalent.

Topic 2: Language Arts.

Topic 3: Science.

Topic 4: Social Studies. Explore the history and theory of early childhood and elementary social studies, including the numerous debates over what constitutes "social studies", how social studies fits within early schooling curricula, and what the ultimate goal of social studies ought to be. Use foundational texts as well as current research in the social studies to examine the field and to consider how these debates impact school curriculum and pedagogy.

Topic 5: Mathematics.

Topic 6: Foreign Language. Additional prerequisite: Twelve semester hours of upper-division coursework in foreign language or consent of instructor.

Topic 7: The Humanities. An examination of personal values and such areas in the humanities as philosophy, music, art, drama, dance, and literature to provide richer educational experiences.

Topic 8: English as a Second Language. Additional prerequisite: Consent of instructor.

Topic 9: Early Childhood Education.

Topic 10: Bilingual Education. Additional prerequisite: Knowledge of Spanish.

EDC 382R. Fundamentals of Statistics.

Designed for students majoring in the social sciences. Three lecture hours a week for one semester. Prerequisite: Graduate standing and

admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 382S. Teaching Secondary School Subjects.

Examination of the discipline of the subject-field selected, coupled with intensive study of research findings, publications of learned societies, and advanced experimentation with the improvement of instruction. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, twelve semester hours of upper-division education, twelve semester hours of upper-division coursework in the subject-field of the topic or consent of instructor, and teaching experience or consent of the graduate adviser.

Topic 1: Reading.

Topic 2: English.

Topic 3: Science.

Topic 4: Mathematics.

Topic 5: Social Studies.

Topic 6: Foreign Language.

Topic 7: English as a Second Language.

Topic 8: Instructional Technology.

EDC 382T. Problems of College Teaching.

Methods and procedures for teaching in specific fields selected by participants; major emphasis on successful classroom practices. Three lecture hours a week for one semester. Prerequisite: Graduate standing and an interest in teaching at the college level.

EDC 383C. Bibliography in Teaching and Curriculum.

Survey of the scholarly literature in teaching and curriculum, with emphasis on bibliographic sources and techniques. Three lecture hours a week for one semester. Prerequisite: Graduate standing.

EDC 383F. Curriculum Theory.

An introduction to the central issues in curriculum theory. Includes historical and contemporary approaches to the philosophy and analysis of curriculum, and curriculum theory and practice. Emphasis on the issues of power, knowledge, and exclusion. Three lecture hours a week for one semester. Prerequisite: Graduate standing and admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 383T. Instructional Theory.

Identification and analysis of the major types of contemporary instructional theory. Three lecture hours a week for one semester. Prerequisite: Graduate standing.

EDC 385G. Seminar: Program Development and Research.

Advanced investigations of selected topics and problems in curriculum theory, program design, and research design at one of the following levels: elementary school, secondary school, higher education, all-level. The equivalent of three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of instructor.

Topic 1: Global Comparative Early Childhood. An examination of international and indigenous perspectives on early childhood, as well as the types of fieldwork and comparative inquiry that international research requires using work from early childhood scholars within anthropology, child development, psychology, sociology, and early childhood education. Students will prepare a research proposal for a comparative and/or international project with or about young children.

Topic 2: Parents and Education. An exploration of the relationship between families and schooling in the United States through racial, class-based, linguistic, cultural, and global perspectives, using

multiple theoretical frameworks to both understand and challenge current approaches towards parental involvement in school.

Topic 4: Second Language Acquisition.

Topic 5: The Second Language Learner. Additional prerequisite: Curriculum and Instruction 385G (Topic 4) or consent of instructor.

Topic 6: Linguistics and Language Teaching. Same as Linguistics 387. Designed primarily for participants in international education exchange programs. Application of the findings of linguistics to the teaching of languages. Three lecture hours a week for one semester. Additional prerequisite: Graduate standing and consent of instructor.

Topic 7: Language and Politics in Language Planning. Same as Middle Eastern Studies 381 (Topic 30). Additional prerequisite: Consent of instructor.

Topic 11: Action Technologies.

Topic 17: Culture, Gender, and Race in Organizations.

Topic 19: Managing Human Resource Development.

Topic 21: Training and Development.

Topic 24: Qualitative Research: Mixed-Method Investigation. Additional prerequisite: Completion of one qualitative research methods course.

Topic 25: Life History Research.

Topic 27: Qualitative Research: Naturalistic Inquiry.

Topic 28: Multimedia Authoring.

Topic 29: Interactive Multimedia Design and Production. Engaging in the design and production process through work with a client on an interactive, web-based application through new media technology tools. Emphasis on industry standard technology: graphics, video, audio, animation, and web development.

Topic 30: Advanced Qualitative Research: Discourse Analysis. Additional prerequisite: Completion of one qualitative research methods course; completion of a graduate course in linguistics, sociolinguistics, or psycholinguistics; and admission to the doctoral program.

Topic 31: Inquiry in Play. An examination of play as a meaningful aspect of curriculum and child development; philosophical, psychological, and educational perspectives on play; and the grounding of educational play research in broader fields of inquiry.

Topic 32: Advanced Science and Mathematics Education.

Topic 33: Computer-Supported Collaborative Learning. Explores current research, theories, and strategies of computer-supported collaborative learning. Includes web-based activities focused on collaborative inquiry and writing, and approaches to project-based and foreign language learning.

Topic 34: Language, Culture, and Identity.

Topic 35: Constructivism and Instructional Design. Examines the philosophical, rhetorical, practical, and evaluative bases for constructivist approaches to instructional design. Students visit one constructivist classroom at the kindergarten through grade twelve level, and one at the college level.

Topic 36: Content and Instruction of Reform Algebra.

Topic 37: Critical Issues in Bilingual and Bicultural Education.

Topic 40: Current Issues in Teaching Social Studies.

Topic 41: Curriculum Development in School Systems.

Topic 42: Curriculum History in Science, Technology, Engineering, and Mathematics Education. The historical development of science, technology, engineering, and mathematics curricula in the United States from the mid-nineteenth century to the present. Discusses politics, equity, the development of technology, and theories of learning; and examines current curricular trends. Additional prerequisite: Curriculum and Instruction 385G (Topic 59: Knowing and Learning in Science, Technology, Engineering, and Mathematics Education).

Topic 43: Curriculum in Science and Mathematics Education.

Topic 44: Curriculum Theories for Prekindergarten and Kindergarten.

Topic 45: Designs and Strategies for New Media. Explores human-computer interaction (HCI), emphasizing designs and strategies for new media through various evaluations and hands-on activities. Examining the use of new media from the perspectives of information design, interaction design, and interface design; and using industry standard new media tools to illustrate understanding.

Topic 47: Educational Communication Networks: Theory and Practice.

Topic 48: Educational Communication: Diffusion of Innovation.

Topic 49: Teaching and Learning with the Internet.

Topic 51: Feminist Participatory Action Research. An overview of feminist social-action theory and research. Studies social action within the local community setting and with community projects.

Topic 52: Foundations of Instructional Technology.

Topic 53: Curriculum and High-Stakes Testing. Explores the provisions of state and federal legislation regarding high-stakes testing, including the implications for culturally and linguistically diverse student populations, the motivations for use, and the impact upon curricula, teaching, and student academic performance.

Topic 55: Historical Perspectives on Curriculum.

Topic 56: Service Learning as an Instructional Strategy.

Topic 57: Learning Technology Planning and Management. Current theories, research, and strategies related to the planning and management of learning technology projects. Exploration of funding proposals, strategic planning, and the use of planning tools such as surveys, inventory forms, project management aids, and decision-support systems.

Topic 58: Multicultural Education in Austin. Explores local educational and community resources for teaching from a multicultural and global perspective. Curriculum and Instruction 385G (Topic 58) and 385G (Topic: International Austin: Multicultural Classrooms) may not both be counted.

Topic 59: Knowing and Learning in Science, Technology, Engineering, and Mathematics Education. Explores various theories related to science, technology, engineering, and mathematics epistemology. Includes memory and the structure of knowledge, problem solving and reasoning, and the foundations of learning.

Topic 60: Language Acquisition in Multicultural Special Education.

Topic 61: International Perspectives on Literacy Development. Curriculum and Instruction 385G (Topic 61) and 385G (Topic: Literacy Development: International Perspectives) may not both be counted.

Topic 62: Education in Contemporary Black America. Examines the historical and contemporary philosophies, practices, and pedagogies for Black education. Includes culturally responsive pedagogy, African-centered pedagogy and curriculum, multicultural curriculum and critical race theory.

Topic 63: Identity, Agency, and Education. Considers the cultural production of identity and identity politics and agency within a cultural, political, racial, gender, and activist framework in relation to education.

Topic 64: Cultural Theory in Education. Investigation of theories of popular culture, cultural difference, and cultural politics, and their applications in educational research and practice. Focuses on the relation between culture and power, with attention to issues of identity as well as social structure.

Topic 65: Critical Pedagogy. Introduction to critical pedagogy, focusing on theoretical foundations and methodologies of teaching and curriculum. Explores approaches to education oriented toward the development of critical consciousness, empowerment, and social action.

Topic 67: Cultural Knowledge of Teachers and Teaching. Examines how scholars have utilized cultural theory and cultural knowledge to situate and respond to: the identity, role and responsibility of "being" a teacher; the pedagogic functioning of teaching; and teacher preparation. Particular emphasis is placed on how these factors

concern the education of historically marginalized student population.

Topic 68: Women and Education: Research, Theory, and Practice.

Explores the roles and experiences associated with women and girls in the broad field of education. Subjects related to women across a diverse social terrain are targeted including: historical scholarship, research, theoretical frameworks and policy issues.

Topic 69: Chicana Feminist Theorists. Explores current historical and theoretical writings of Chicana women feminist theorists. Themes include patriarchy, domination/resistance politics, epistemology, contestation, social reproduction, identity and difference and how these connect to schooling practices, policies, and politics.

Topic 70: Chicana Participatory Action Research. Investigates the history and philosophy of participatory action research, including that done by and for Chicanas. A research project benefiting Chicanas and other young, Latina females in a public educational setting will be required.

Topic 71: Exploration in the Education of the Mexican American Child. Provides a historical and contemporary overview of Mexican American children's schooling experiences that consider tracking, bilingual education, school finance, higher education access, and standardized testing.

Topic 72: Race and Ethnic Relations in Schools. Investigates the role of race and ethnicity as key organizing principles of society. Themes include individual and institutional racism, reproduction theory, cultural and structural assimilation, critical race theory, epistemology, anti-racist and culturally relevant pedagogy.

Topic 73: Seminar in Advanced Educational Policy. Investigates policy from a critical policy analysis perspective. Considers the importance of context, discourses, players, and policy articulations that influence policy development primarily in education and areas such as immigration and the economy.

Topic 74: History of American Reading Instruction. Focuses on shifts in reading pedagogy in relation to changing societal conditions in the United States from colonial times through the 1980s. Engages with instructional materials and investigate practices through readings and course lectures. Considers historical research methods including oral history.

Topic 75: Reading and Writing in the Elementary School. Offers an overview of methods, materials, and assessments used in the reading and writing instruction at the elementary level. Focuses primarily on classroom and school level processes with additional consideration of the instruction for special needs learners.

Topic 76: Literacy and Culture. Examines the relationship between culture and literacy from a variety of theoretical perspectives including New Literacy Studies, identity and agency, sociocritical literacy and critical race theory with a particular emphasis on discourse and social change.

Topic 77: Classroom Discourse and Teacher Research. Designed as a collaborative, critical examination of teacher/action research, particularly in relation to the exploration of classroom discourse. Focuses on the rationale, issues, and implications of the teacher research movement within education and on the research strategies and techniques that can be used by teachers in conducting research in their own classroom settings.

Topic 78: The Teaching of Literacy. Develops a stance of inquiry into teaching from a social practices framework. Emphasis will be on formulating thoughtful and theoretical questions to enhance the quality of interactions with children in classrooms; making ideologies that operate within the school literacy communities explicit; and looking through informed and critical lenses at each aspect of literacy instruction.

Topic 79: Sociolinguistics in Research and Teaching. Focuses on the sociocultural investigation of language, particularly as it pertains to educational settings. Traces the historical emergence of the related

fields of sociolinguistics and linguistic anthropology, exploring how each of these scholarly traditions approaches the study of language, identifying key points of overlap and tension between the two fields, and discussing recent examples of inter-disciplinary scholarship. Issues to be addressed include linguistic variation, language and identity, bilingualism and multilingualism, language ideologies, and classroom discourse.

Topic 80: Orality, Literacy, and Technology. Explores the relationships among speech, writing, and technology across human history, in contemporary cultures, in individual lives, and in processes of education. Situates discussions of "new literacies" in the context of the history of literacy.

Topic 81: Research on Adolescent Literacy In and Out of School. Considers ways in which the literacy practices of youth in out-of-school settings and the literacy work of schools might productively inform each other, and examines the purposes, processes, and outcomes of this literacy work.

Topic 82: Major Theorists in Early Childhood. Studies a historical range of theorists who have tried to explain childhood and early learning in the fields of anthropology, psychology, philosophy, education, and child development.

Topic 83: Research on Teacher Education in Physical Education. Discusses philosophical orientations such as progressivism, post-modernism, humanism, and social reconstruction. Of particular value to those in the doctoral program in physical education teacher education.

Topic 84: Contemporary Problems in Science, Technology, Engineering, and Mathematics Education. Identifies and explores contemporary problems in science and mathematics education through collaboration with a practitioner in the field.

Topic 85: Current Issues in Physical Education. Explores and critically analyzes current issues, coalitions, and legislation related to physical education and develops the understanding and skills necessary to impact the future directions.

Topic 86: Critical Perspectives in Early Childhood Education. Critically analyzes scholars of early childhood education research, practice, and curricula. Questions assumptions about early childhood education; beliefs, theories, and ideas about working with young children, their families, and the communities in which they live and work. Curriculum and Instruction 185G, 385G (Topic 38) and Curriculum and Instruction 185G, 385G (Topic 86) may not both be counted.

Topic 87: Technology, Teacher Learning, and School Change. Examines the complexity of the change process, especially in relation to the introduction of digital technologies in the PK-12 school context.

Topic 88: Research on Early Childhood Education. An introduction to research practices in the field of early childhood education. Classic studies and research reviews in various facets of early childhood education will be reviewed. Subjects include: child development, early childhood program models and evaluation, curriculum (including concept development and play), parent involvement, and teacher education in early education.

Topic 89: Social Construction of Thinking in Childhood. An intensive exploration of social constructivism, particularly Vygotskian theory and research. Classroom interactions, teaching and learning, parent and family contributions to education, cultural influences, and other contextually applicable aspects of education will be explored.

Topic 90: Social Contexts of Early Childhood Education. With a sociological lens, an examination of the constructs of the child and childhood through a range of social, political, educational, and economic contexts.

Topic 91: Early Childhood Education Programs. An examination of specific approaches to early childhood education including as the Montessori approach; programs such as Head Start; and critical analysis of how these various models of early childhood education define their role within the education of the young child as well

as define the role of the child, teacher, and family. Philosophical, theoretical, historical, and empirical approaches to the field will be investigated.

Topic 92: Theories of Curriculum for Pre-kindergarten and Kindergarten. An exploration of the central issues and theoretical orientations of curriculum theory and practice in early childhood and elementary public school programs in the United States.

Topic 93: Evaluation in Language Education. Explores the policy and classroom implications of language assessment and evaluation practices, including review and critique of the assessment of English language proficiency for language minority students, standardized language assessment tools, and informal classroom-based methods for assessing language.

Topic 94: Immigration Theory in Education. An investigation of sociological, psychological, and anthropological perspectives of immigration theory and immigration post-1965 as they apply to educational research and immigrant youth in United States schools.

Topic 95: Language Policy in Education. Explores the implications of the perception of language as alternately a right, a resource, and a problem. Emphasis is on the development of linguistic support movements (bilingual, ESL, AAVE/Ebonics, etc.) as well as implicit and explicit language policies in the United States and in other countries.

Topic 96: Biliteracy and New Literacy Studies. Focuses on the theoretical foundations of biliteracy theories and new literacy studies.

Topic 97: Biliteracy and Culture. Includes theories and research topics relevant to teaching and learning literacy in two languages, Spanish and English. Discussion of the ways in which sociocultural, linguistic, and academic factors influence biliteracy development.

Topic 98: Social, Cultural, and Political Contexts of Language Learning. An analysis of oral and written language learning from interdisciplinary perspectives and within a variety of contexts, both within and outside of school settings. Particular attention is paid to issues of pedagogy, "non-standard" dialects of English, second-language learning, and multiliteracies.

Topic 99: Curriculum in Physical Education. An examination of current research regarding physical education curriculum paradigms, reform initiatives, and physical activity interventions as related to curriculum.

EDC 385H. Cultural Transmissions in America.

Analysis of contemporary social, political, and economic trends in national and international life from the standpoint of educational implications. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, twelve semester hours of upper-division coursework in social science, and twelve semester hours of upper-division coursework in education.

EDC 385K. General Foundations of Education.

Designed for curriculum and instruction doctoral students preparing for qualifying examinations and other master's or doctoral degree students without previous work in foundations of education. General survey of basic concepts, topics, and policy issues in the foundations of education. Three lecture hours a week for one semester. Prerequisite: Graduate standing.

EDC 385R. Introduction to Quantitative Research.

Designed to help students develop skills in a variety of approaches and methodologies used in research design that requires quantitative methods. Focuses on multivariate methods; and includes research questions, purposes, methodologies, instruments, measures, participant selection, data collection and data analysis methods, results, and conclusions. Three lecture hours a week for one semester. Prerequisite: Graduate standing; admission to a Doctor of Education or a Doctor of Philosophy degree program; and Curriculum and Instruction 382R,

Educational Psychology 371, or an equivalent introductory statistics course and consent of the graduate adviser.

EDC 386R. Introduction to Qualitative Research.

An introduction to the theoretical and methodological issues central to conducting qualitative research studies. Designed to help students develop practical research skills, and includes opportunities to evaluate current research, analyze data, observe, and interview. Three lecture hours a week for one semester. Curriculum and Instruction 385G (Topic: Qualitative Research in Educational Settings) and 386R may not both be counted. Prerequisite: Graduate standing and admission to a Doctor of Education or a Doctor of Philosophy degree program.

EDC 387R. Topics in Advanced Quantitative Research.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, Curriculum and Instruction 385R, and admission to a Doctor of Education or Doctor of Philosophy degree program.

Topic 1: Advanced Quantitative Analysis.

Topic 2: Statistical Inference.

Topic 3: Survey Research Methods. Curriculum and Instruction 385G (Topic: Survey Research Methods) and 387R (Topic 3) may not both be counted.

EDC 388R. Topics in Advanced Qualitative Research.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, Curriculum and Instruction 386R, and admission to a Doctor of Education or a Doctor of Philosophy degree program.

Topic 1: Narrative and Oral Tradition. Curriculum and Instruction 385G (Topic: Narrative and Oral Tradition) and 388R (Topic 1) may not both be counted.

Topic 2: Discourse Analysis. Additional prerequisite: Completion of one qualitative research methods course, and completion of a graduate course in linguistics, sociolinguistics, or psycholinguistics.

Topic 3: Educational Ethnography. Only one of the following may be counted: Curriculum and Instruction 385H (Topic: Ethnographic and Qualitative Research Methods), 388R (Topic: Educational Ethnography), 388R (Topic 3).

Topic 4: Postmodern Analytical Methods. Curriculum and Instruction 385G (Topic: Advanced Qualitative Research: Postmodern Analytical Methods) and 388R (Topic 4) may not both be counted.

Topic 5: Life History.

Topic 6: Naturalistic Inquiry.

Topic 7: Feminist Participatory Action Research.

Topic 9: Case Study. An in-depth investigation into the methodology of case study research, including approaches and theories, development of goals, and current issues and challenges. Curriculum and Instruction 385G (Topic: Case Study Research) and 388R (Topic 9) may not both be counted.

EDC 389R. Topics in Advanced Mixed Methods Research.

Instruction in design-based research, a methodology aimed to improve educational practices through interventions involving iterative analysis, design, and development, and implementation of interventions based on collaboration among researchers and practitioners in real-world settings. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing; admission to a Doctor of Education or Doctor of Philosophy degree program; and Curriculum and Instruction 385R and 386R, or consent of instructor.

EDC 390T. Institute in Instruction.

Various topics designed to help students analyze and improve instruction at one of the following levels: elementary school, secondary

school, higher education, all-level. Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Reading.

Topic 3: Science.

Topic 4: Social Studies.

Topic 5: Mathematics.

Topic 6: Foreign and Second Language Materials Development.

Additional prerequisite: Consent of instructor.

Topic 7: Advanced Instructional Systems Design. Advanced topics, theoretical frameworks, and strategies for the design of instructional systems. Students work in teams to design and develop an instructional product for an authentic client such as a state agency, school system, university, corporation, or museum that meets specified criteria. Additional prerequisite: Curriculum and Instruction 390T (Topic 21: Instructional Systems Design).

Topic 8: English as a Second Language. Additional prerequisite: Consent of instructor.

Topic 9: Bilingual Education.

Topic 10: Analysis of Teaching in Physical Education. An examination of the history and current practices involved in high and low inference methods of analyzing teaching. Commonly used evaluation systems such as the Professional Development and Appraisal System (PDAS) and National Board Certification will be reviewed.

Topic 11: Archaeology Education for Social Studies.

Topic 12: Childhood and Adolescent Literature.

Topic 13: Design for Technology Innovation.

Topic 15: Elementary School Curriculum.

Topic 16: English as a Second Language: Oral.

Topic 17: English as a Second Language: Literacy.

Topic 18: English as a Second Language: Reading.

Topic 19: Equity in Science, Technology, Engineering, and Mathematics Education.

Topic 20: Systemic Reform and Science and Mathematics Education. Curriculum and Instruction 385G (Topic: Systemic Reform and Science and Mathematics Education) and 390T (Topic 20) may not both be counted.

Topic 21: Instructional Systems Design. Provides an overview of the theoretical frameworks, current trends, and common concerns associated with the design and development of instructional materials. Investigates the theoretical, practical, and critical perspectives on instructional design as applicable in a variety of educational contexts (K-12 education, higher education, and corporate training) and modes (face-to-face, online, and hybrid environments). Includes readings, discussions, real-world design, practical applications, and interactions with instructional design experts.

Topic 22: Improving Social Studies Education.

Topic 23: Instructional Telecommunications.

Topic 24: Introduction to Curriculum Studies. Designed to familiarize doctoral students with the theoretical, philosophical, sociocultural, and practical areas within the field of curriculum study.

Topic 25: Literature for Young Adults.

Topic 26: Multicultural Curriculum and Teaching.

Topic 27: The Planning and Management of Instructional Programs.

Topic 28: Practice in Reading Difficulties. A practicum in assessing and teaching elementary school students who struggle with reading. Class meetings take place at a local elementary school and include one-on-one tutoring with coaching and modeling by the instructor, small group support sessions, and seminars on issues related to reading difficulties.

Topic 30: Research on Teaching.

Topic 31: Research on Teaching in Science, Technology, Engineering, and Mathematics Education.

Topic 32: Seminar in Elementary School Curriculum.

Topic 33: Studies in Curriculum and Instruction.

Topic 36: Humanities and Literacy in Social Education.

Topic 37: Systemic Reform in Science, Technology, Engineering, and Mathematics Education. Covers the major themes of systemic reform in science, technology, engineering, and mathematics (STEM) education and explores, develops, and investigates models of reform initiatives. Additional prerequisite: Curriculum and Instruction 385G (Topic 59: Knowing and Learning in STEM Education); and credit or registration for Curriculum and Instruction 385G (Topic 42: Curriculum History in STEM Education).

Topic 38: Advanced Topics in Science, Technology, Engineering, and Mathematics Education. Focuses on a critical issue in science, technology, engineering, and mathematics (STEM) education aligned with STEM education faculty research interests, culminating in a product (paper, presentation, proposal) that can be submitted to professional or funding agencies. Additional prerequisite: Curriculum and Instruction 385G (Topic 59: Knowing and Learning in STEM Education) and 385G (Topic 42: Curriculum History and Development in STEM Education).

Topic 39: Instructional Systems Design. An overview of the theoretical frameworks, current trends, and common concerns associated with the design and development of instructional materials. The theoretical, practical, and critical perspectives on instructional design as it is applied in a variety of educational contexts will be reviewed for the purpose of designing effective and engaging learning experiences.

Topic 40: Advanced Instructional Systems Design. Includes advanced topics, theoretical frameworks, and strategies for the design of instructional systems. Students work in teams to design and develop an instructional product for an authentic client such as a state agency, school system, university, corporation, or museum that meets specified criteria for quality.

Topic 41: Measurement and Assessment of Physical Activity. An introduction to theoretical bases for evaluating and investigating physical education teaching effectiveness. Emphasis is placed on current technologies and issues of assessment for physical education instruction, basic statistics concepts, and current educational evaluation trends. Designed primarily for physical education teachers.

Topic 42: Research on Teaching in Physical Education. An examination of past and current research on teaching, teachers, and curriculum in physical education. Empirical and conceptual scholarship related to the physical education teaching process, the preparation of teachers and their experiences, and the development of curriculum in physical education settings will be explored.

Topic 43: Foundations of Learning Technology. Introduces students to the field of learning technology by learning its history, as well as the learning theories, paradigms, thought leaders, trends, and issues that have shaped the field. Primarily web-based and involves both individual and collaborative work. Online class meetings will be held every two to three weeks to facilitate real-time discussions on the readings, as well as opportunities for interaction with visiting experts in the field. The equivalent of three lecture hours a week for one semester. Curriculum and Instruction 390T (Topic: Foundations of Learning Technology) and 390T (Topic 43) may not both be counted.

EDC 391C. Curriculum and Pedagogy.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of instructor.

EDC 391G. Gender and Race in Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 391P. Educational Policy.

May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 391T. Educational Theory.

May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 391V. Educational Evaluation.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of instructor.

EDC 392L. Philosophical Foundations of Education.

Designed for master's degree students without previous graduate work in philosophy or philosophy of education and for doctoral students who need to update preparation. A systematic overview of the field of philosophy of education. Three lecture hours a week for one semester. Prerequisite: Graduate standing, and either twelve semester hours of coursework in upper-division education or consent of instructor.

EDC 395C. Cultural Studies in Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Black Education: Contexts, Dilemmas, and Possibilities.

Examine the philosophies, knowledge, contexts, and pedagogies related to "Black education," historically and in the present. Explore the complexities of Black education, including key tensions, themes, and questions surrounding education for Black people in the U.S.

EDC 395H. Social Studies Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 395K. Early Childhood Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 395L. Language and Literacy Studies.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Exploring Literacy Teaching Practices Using Action Research.

In the tradition of action research methods, content is framed around theoretical work in pragmatism, activity theory, and the "practice turn" in teaching and teacher education through a combination of seminar and practicum elements. The major project is an action research study in a classroom/school. Faculty observe in classrooms where action research projects are underway.

Topic 2: Literacy and Social Change. Explore theories of using literacy as a tool for increasing social justice in the world. Understand and articulate theoretical and experience-based definitions of social justice and translate that knowledge into curriculum and instructional approaches that can educate students about how to use literacy to improve their worlds. Curriculum and Instruction 385G (Topic: Literacy and Social Change) and 395L (Topic 2) may not both be counted.

Topic 3: Research in English and Language Arts. Explore research in English Language Arts with an emphasis on composition. Understand processes and methods of analyzing scholarly works and research studies in subject matter.

Topic 4: Research in Reading. Explore research in the field of literacy with a focus on reading. Examine commonly-employed methodologies and current research published in peer-reviewed literacy journals and construct a literature review in an area of interest. Curriculum and

Instruction 390T (Topic: Research in Reading) and 395L (Topic 4) may not both be counted.

Topic 5: Critical Perspectives on Literacy Challenges. Examine historical and current views, policies, and school contexts related to literacy challenges from a sociocultural and contextual perspective. Curriculum and Instruction 395L (Topic 5) and 390T (Topic 29) may not both be counted.

EDC 395M. Bilingual Bicultural Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 395P. Physical Education and Teacher Education.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDC 395T. Learning Technologies.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 1: Introduction to Instructional Design. Explore an overview of the theoretical frameworks, current trends, and common concerns associated with the design and development of instructional materials. Investigate the theoretical, practical, and critical perspectives on instructional design as it is applied in a variety of educational contexts (i.e. K-12, higher education, and corporate training) and modes (i.e. face-to-face, hybrid, and online). Three lecture hours a week for one semester. Only one of the following may be counted: Curriculum and Instruction 384P (Topic 21), 390T (Topic 21), 390T (Topic 39), 395T (Topic 1).

Topic 2: Humanizing Pedagogy and Technology Integration. Explore theoretical and applied practices of teaching and learning in a twenty-first-century classroom, as informed by research and best practices. Examine the framing, applied knowledge and design thinking needed to transform curriculum using technology integration and connected learning strategies. Consider authentic learning problems and devise teaching and classroom solutions that promote student learning, humanize pedagogy, and work towards the elimination of digital inequity in schools. Curriculum and Instruction 395T (Topic: Humanizing Pedag Tech Integ) and 395T (Topic 2) may not both be counted.

Topic 3: Humanizing Pedagogy and Online Teaching for K-12 Education. Examine models that help design teaching and learning within online spaces, in ways that help to balance cognitive, teaching, and social presence throughout the online course student experience. Explore theoretical models that drive high impact online learning designs, research that informs K-12 practice and models for technology integration and student engagement that promote digital equity. Apply these theoretical frameworks to design online courses that are intended for use in authentic K-12 online educational settings. Curriculum and Instruction 395T (Topic: Hum Pedag Online Tch K12 Ed) and 395T (Topic 3) may not both be counted.

Topic 4: Technology Designs for Digital Justice. Learn theoretical approaches to digital justice that promote culturally and community connected, digital learning designs within and beyond the walls of the classroom. Explore a critical frame using a design justice lens and interrogate instructional technology designs while evaluating and designing digital learning spaces. Examine how connected and design justice approaches can meet students at typical boundaries of where they live and learn, extend learning environments to cultivate learners' interests, and provide secure and inclusive learning experiences that span the formal and informal. Curriculum and Instruction 395T (Topic: Tech Dsgn for Digi Justice) and 395T (Topic 4) may not both be counted.

Topic 5: Technology Innovation for Digital Justice. Develop as "Connected Educators" by participating within Communities of Practice (CoP's) related to educators' digital equity interests. Apply design justice and design thinking strategies to create equity-focused educational technology innovations that empower student learning. Additional prerequisite: Curriculum and Instruction 395T (Topic 2), 395T (Topic 3), 395T (Topic 4), or consent of instructor.

EDC 196, 396. Doctoral Seminar.

Research projects and creative investigations in a selected subject-field and developments in instructional practices and in research findings and methodologies. Offered at the following levels: elementary school, secondary school, higher education, all-level. The equivalent of one or three lecture hours a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing, and admission to candidacy for the doctoral degree or consent of instructor.

Topic 1: Foreign Language.

Topic 2: Social Studies Education.

Topic 3: Learning Technologies.

Topic 4: Cultural Studies in Education.

Topic 5: Early Childhood Education.

Topic 6: Bilingual/Bicultural Education.

Topic 7: Language and Literacy Studies.

Topic 8: Science, Technology, Engineering, and Mathematics Education.

Topic 9: Physical Education Teacher Education. Discuss and debate timely research subjects in the disciplines of physical education, public health, culture, and educational reform.

Topic 10: Writing for Publication. Hone the craft of academic writing, including composing research articles, peer reviews of drafts, and developing productivity habits. Author an article for submission to a journal. Curriculum and Instruction 395H (Topic: Writing for Publication) and 396 (Topic 10) may not both be counted.

EDC 196T, 296T, 396T, 696T, 996T. Directed Research in Curriculum and Instruction.

Investigation of assigned problems under the direction of a Graduate Studies Committee member; development and demonstration of competence in research design and execution; production of acceptably written reports of a technical character. For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Prerequisite: Graduate standing and consent of instructor.

EDC 197V, 397V. Independent Study.

May involve syntheses of literature, field investigations on selected subjects, or other individual research subjects. For each semester hour of credit earned, one lecture hour a week for one semester. May be taken for credit five times. May be repeated for credit. Prerequisite: Graduate standing and twelve semester hours of graduate education coursework.

EDC 698. Thesis.

The equivalent of three lecture hours a week for two semesters. Offered on the credit/no credit basis only. Prerequisite: For 698A, graduate standing in curriculum and instruction and consent of the supervising professor and the graduate adviser; for 698B, Curriculum and Instruction 698A.

EDC 198P, 398P, 698P. Graduate Internship.

Supervised practice in a professional position. For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be taken five times for credit. May be repeated for credit. Prerequisite: Graduate standing and admission to approved internship program.

EDC 398R. Master's Report.

Preparation of a report to fulfill the requirement for the master's degree under the report option. The equivalent of three lecture hours a week for one semester. Offered on the credit/no credit basis only. Prerequisite: Graduate standing in curriculum and instruction and consent of the graduate adviser.

EDC 398T. Supervised Teaching in Curriculum and Instruction.

Supervised college teaching experience. Three lecture hours a week for one semester. Prerequisite: Graduate standing and appointment as a teaching assistant or an assistant instructor.

EDC 399W, 699W, 999W. Dissertation.

May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Admission to candidacy for the doctoral degree.

Professional Courses