

EDUCATION - BLOOMFIELD COLLEGE (EDC)

EDC 202A Teaching as a Profession: Meeting the Needs of all Learners (3-4 credits)

This course introduces the teaching profession by panoramically exploring both general education and special education settings. It includes the study of American schools and considers diversity, multicultural, equity, and inclusive educational practices for students with and without disabilities.

EDC 210 Educational Psychology (3-4 credits)

Prerequisite: PSY 100. The role of psychological concepts in educational practices, focusing on the nature and sources of intellectual development and readiness according to Piagetian, psychometric, and information process perspectives. Beyond these approaches to cognitive development, learning theory, motivation, and the role of emotion in learning will be discussed. This course will also include a section on individual differences in learning; exceptional students and social, ethnic, cultural, and gender differences. The related topics of measurement and evaluation of learning will round out the course.

EDC 212A Historical Foundations of Education (3 credits)

Prerequisite(s): WRT 102 or WRT 105A or WRT 106A. This course encourages students to use history to understand complex debates about public education in America. We will examine the changing purposes of public education in American democracy from the common school era to the present day by reading a variety of primary and secondary historical texts including a scholarly monograph in the history of education. Students will examine the historical origin of contemporary educational reforms and consider how different activists and reformers have worked to improve public schools. This course will develop critical thinking and communication skills and expand students' knowledge of American history and historical scholarship. Equivalent to MSU course EDFD 221.

EDC 221A Children's Lit for Multiculture Society (3 credits)

In this course students examine multicultural children's literature as both aesthetic form and instructional tool. They examine the social, political, and educational implications of such literature and its use in classrooms. The course assists students in recognizing the significance of their development as critical readers, writers, and thinkers. Additionally, the course enables prospective and in-service teachers to serve their students in a more efficacious manner with an enhanced instructional repertoire. The course concentrates on analysis of literature for young children (i.e., pre-school through third grade). Equivalent to MSU course READ 209.

EDC 314 The Development Of the Pre-Adolescent and Adolescent Learner and Implications For Teaching (3-4 credits)

Prerequisite(s): EDC 202 or EDC 217; and PSY 100. This course is designed to examine young adolescents, their development and issues related to their educational needs during the period of growth from childhood through adolescence. Students will learn how to use developmental characteristics in the instructional design and planning process. Students will also learn how schools should be structured to maximize learning for this population.

EDC 316 Childhood Development and Learning (3-4 credits)

Prerequisite(s): EDC 202 or EDC 217; and PSY 100. This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through age 8. Topics include cognitive and linguistic factors affecting development and learning, nurturing diversity and equity, addressing multiple intelligences and diverse learning styles, integrating play, and language and literacy across the curriculum.

EDC 331 Mathematics for Elementary School Teachers (3-4 credits)

Prerequisite(s): EDC 330. A course designed to develop an understanding of the mathematical concepts supporting topics taught at the elementary level. Central to these is the number sense required to teach basic operations (addition, subtraction, multiplication and division) with non-negative integers. Fractions, decimals, mental calculation and estimation are also considered. Students will use visualization, diagrams, manipulatives, and engaging in mathematical conversation to explore alternative ways of understanding and communicating required concepts. This course does not satisfy the mathematics requirement of the General Education Core.

EDC 342 Early Childhood Learning Environments and Assessment (4 credits)

Prerequisite(s): EDC 330. Students will be introduced to the elements of a quality early childhood learning environment. Building on their knowledge of child development, students will learn appropriate assessment tools and techniques, both formal and informal, to be able to evaluate young children's learning and development.

EDC 410 Clinical Practice I (3-4 credits)

Students who have satisfied requirements will be assigned two full days per week in an approved pre-school, elementary, middle school, or high school setting. Students will spend time observing, Participating, and teaching in an assigned class under the direction of a Cooperating Teacher and a College Supervisor. The Student is expected to begin to fulfill the role of teacher, including attendance at faculty meetings, professional development opportunities, and duty assignments. This course will include monthly seminar meetings (four times throughout the semester) where students are provided with guidance to complete their clinical practice assignments including the preparation for edTPA performance assessment.

EDC 412 Clinical Practice II (9-10 credits)

(Formerly EDC 401) Students who have successfully completed all academic requirements will be assigned to full-time teaching in an approved school setting relevant to the area of intended certification. Students will observe, interact and teach under the direction of a Cooperating Teacher and College Supervisor. Student teaching applications must be submitted by April 1st for Fall placement and by October 1st for Spring placement.

EDC 414 Clinical Practice Seminar (3-4 credits)

(Formerly EDC 402) This seminar utilizes group discussions to assist in the analysis and evaluation of identified classroom problems, best practices, classroom behavior management techniques and coping strategies. Efforts are made to socialize the student teacher to the profession of teaching. Attention is given to career placement tools and strategies.