# EDCI 101 / L Democracy and Education

"What the best and wisest parent wants for his own child, that must the community want for all of its children." This statement made by John Dewey epitomizes the spirit of a democratic community. Our course is designed to explore the connection between democracy and education. This course is held in conjunction with your service learning experience that provides a window to the world about how others might be living. Throughout the quarter we will explore two broad questions that provide your theoretical foundation for building a philosophy and practice of democratic education:

What is Democratic Education and Why is it Important?

### EDCI 201A Childhood in America (birth - 8 years)

The class and field experience for this course has a four-fold purpose for students:

- 1. It is designed to introduce students to how young children, between the ages of birth and eight years, grow and develop (emotionally, cognitively, physically, and socially).
- 2. It is designed to familiarize students with the families, neighborhoods and classrooms of young children from diverse backgrounds between the ages of birth to eight years.
- 3. It is designed to introduce students to developmentally appropriate practice in programs for children between the ages of birth and eight years.
- 4. Also, it is designed to introduce students to the value of play. Includes field experience.

#### EDCI 201B Childhood in America (9 - 14 years)

The course is designed to:

- 1. Introduce students to one subset of the population, transescents (ages 9-14 yrs)
- 2. Introduce students to the most widely accepted and useful theories of transescent growth and development.
- 3. Introduce students to the skills necessary to the reflective democratic practitioner.
- 4. Introduce students to conditions and circumstances necessary for learning.

- 5. Introduce students to skills necessary for recognition of physical, psychological, social and emotional needs of children, transescents and adolescents.
- 6. Enhance students' understanding of how schools provide an opportunity for adolescents to develop a sense of the common good and global citizenship.
- 7. Enhance students' understanding of the theories of learning.
- 8. Enhance students' appreciation of multiculturalism and diversity.
- 9. Enhance students' awareness of community, equity and the common good as attributes of democratic education. Includes field experience.

#### EDCI 201C Childhood in America (14 - young adult)

This course incorporates the strategies and methods for academic and human exploration cooperation activities controlled choice learning, social interaction, social/community observation and participation, increased self-awareness and provision for learning styles/preferences. Includes field experience.

## EDCT 203 Technology Applications in Education

This course focuses on the use of technology to increase the effectiveness, efficiency, and appeal of instruction to diverse learners. Major emphasis is given to instructional computing for production and presentation.

## EDIC 205 Learning from Non-Western Cultures

The purpose of this course is to use group process in exploring a part of this diverse world. We will examine non-western societies through reading, discussion, and interaction in an attempt to foster and appreciate new or alternative "ways of seeing" and "ways of knowing." The underlying theme of the course is that personal civic responsibility does have a global dimension.

#### EDCI 210L Introduction to Teaching in a Democratic Classroom

The purpose of this course is to identify the characteristics of a democratic classroom and to develop student skill in the creation of a democratic learning environment. Students will examine a variety of teaching models, including explicit teaching and cooperative learning and begin to develop competence in their use. Also focuses on the building of a democratic learning community. Includes field experience.

## EDSP 271 Introduction to Education of Exceptional Children and Youth

A comprehensive survey of special education programs emphasizing a multidisciplinary approach, and integration and current trends in providing instruction to persons with exceptionalities. Includes a field experience component.

## **EDCS 301 Education and Cultural Diversity**

This course requires students to observe, analyze, and reflect upon the advantages and issues associated with teaching in a culturally diverse environment. Students study the influences of cultural diversity on education in the United States and the privilege associated with dominant cultures. Students explore the skills and attitudes that help them teach all culturally diverse groups with sensitivity. This required college class has a 20 hour week-long field placement in an ethnically diverse school.

#### EDCI 310/L Advanced Methods for the Democratic Classroom

An in-depth exploration of several teaching methods utilized in progressive, democratic classrooms. Strategic questioning techniques and democratic methods are explored in this class. Builds on those methods introduced in EDCI 210. Includes a field experience.

## EDCI 492K & EDPL 360 Workshop in Curriculum and Field Experience

A. EDCI 492K (2 hours) Workshop in Curriculum and Instruction. An in-depth examination of information learned in C.A.R.E. classes and in general education classes with an emphasis on how this information can be used in the classroom and integrated into the future teachers' teaching strategies.

B.EDPL 360 (2 hours) Field Experience in Elementary or Secondary Schools. Observation and participation in elementary and secondary schools. This course is taken concurrently with EDCI 492K and provides the field experience necessary to be able to complete the activities of the curriculum workshop.

#### **EDPL 360 Pre-Student Teaching Field Experience**

This course provides students with an opportunity to spend 40 hours in the

classroom to which they will be assigned for their student teaching. In addition, students meet in seminar throughout the quarter to develop a classroom community plan and units of study in conjunction with the children with whom they work in their classroom.

#### EDPL 461/462 or EDPL 463/464

Student Teaching in the Elementary Schools or Student Teaching in the Secondary Schools

Assigned responsibility for teaching under the supervision of a master teacher in either a 1-6 or a 7-12 grade range, for one quarter, full-time. Concurrent registration in EDPL 465 is required.

## EDPL 465 Student Teaching Seminar

Analysis and interpretation of the student teaching experience. Problemcentered discussion of major areas of concern directly related to classroom teaching.