

EDUCATION AND CHILD STUDY

EDC 115 Digital Literacy in the Classroom (1 Credit)

The Digital Literacy in the Classroom course is designed for students who want to pursue teaching licensure or are current K-12 educators, including classroom teachers, who are working towards an MAT. This course is designed to fulfill the licensure requirements for teacher licensure as outlined by the MA Department of Elementary and Secondary Education. (E)

Fall

EDC 158 Education and the Crossroads: Issues and Challenges in Contemporary Education (4 Credits)

This course examines efforts to improve educational systems across three key areas: teaching and learning; youth, community, and policy; and international/global education. Students explore complex factors shaping educational practice and policy at classroom, school, and system levels. Through critical analysis of real-world case studies and current debates, the course cultivates understanding of educational reform challenges. Activities encourage students to draw on personal experiences while developing analytical skills. By examining questions about educational purpose, organization, and improvement, students gain tools to engage meaningfully with core issues in contemporary education. The course prepares students to think critically about challenges and opportunities in education. Enrollment limited to 35. {S}

Spring, Variable

EDC 200 Critical Perspectives in the City (4 Credits)

This course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment. The essential question: How have educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide the analyses, students investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization, and at the local level by exploring the work of teachers, parents, youth workers and reformers. Fieldwork opportunities are available for students. Enrollment limited to 35.

Fall

EDC 212 Linguistics for Educators (4 Credits)

Knowledge of linguistics is a valuable tool for educators. Understanding the linguistic underpinnings of language, variation between spoken and written language, and sociolinguistic variation that exists in the classroom is beneficial in teaching reading and writing to all students and in understanding classroom discourse. Knowing how language works allows educators to recognize the linguistic issues they may encounter, including delays in reading; the effects of multilingualism on writing, speaking, and reading; and differences due to dialectical variation. This course provides a basic understanding of linguistic concepts, how written and spoken language interact and vary, and sociolinguistic variation in the classroom. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

EDC 216 Colloquium: Feminism, Decolonialism, and Education (4 Credits)

This course centers a critical approach to studying education through feminist and decolonial perspectives. Drawing on the interdisciplinary understandings that have been advanced through these movements students will: (1) analyze education as a global phenomenon and its social purpose, (2) identify structural inequalities in education, and (3) consider how to address the legacy of colonialism in educational systems. Students will study the social construction of identity, nations, languages and knowledge to deconstruct personal and collective experiences with education while centering the embodied and material dimensions of learning. Enrollment limited to 25. {S}

Fall, Alternate Years

EDC 231 Foundations and Issues of Early Childhood Education (4 Credits)

This course explores and examines the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This leads students to consider, compare and contrast a variety of programs and models in early childhood education. This course requires weekly fieldwork in local early childhood education classrooms. Enrollment limited to 20. {S}

Spring

EDC 235 Child and Adolescent Growth and Development (4 Credits)

This course is a study of the theories of growth and development of children, from prenatal development through adolescence. This course looks at basic considerations of theoretical application to the educative process and child study and involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S}

Fall, Spring

EDC 237 Comparative Education (4 Credits)

This course introduces students to the field of comparative and international education. Students survey general features of educational systems and examine key educational policies and practices in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational policy and practice in comparative perspective. Focus areas include: educational access, quality and equity; teacher quality and professionalism; and educational reform in a globalized context. Enrollment limited to 35. {S}

Fall, Spring, Variable

EDC 238 Introduction to the Learning Sciences (4 Credits)

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 30. {N}{S}

Fall, Spring

EDC 239 Counseling Theory and Education (4 Credits)

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S}

Fall, Spring, Variable

EDC 240 How Do We Know What Students Are Learning (4 Credits)

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for summative and formative evaluations of student comprehension, learning needs, and academic progress. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. This course has a community-based project that requires a regular out-of-class time commitment and a final group presentation for a professional learning community of Smith College Campus School teachers and staff. Enrollment limited to 20. {S}

Fall, Spring, Variable

EDC 243 Multicultural Education (4 Credits)

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

EDC 278 Race and Education (4 Credits)

This course examines the centrality of race in education mainly in the United States but also in other parts of the world. Using an interdisciplinary lens, the course explores an array of theories of race and intersectionality as they relate to education, and interrogates related empirical research and personal narratives. Among the topics to be explored are the history of the concept of race; complexity of race and the intersections of race, ethnicity, gender, class, nationality and identity; everyday racism and racism in educational contexts; racialized educational policies and practices; and strategies for working towards racial equity in educational contexts. Enrollment limited to 35. {S}

Fall, Spring, Variable

EDC 284 Teaching and Mentoring Adolescents in Community Programs (4 Credits)

This course focuses on understanding and using a positive youth and community development framework in supporting the learning and development of youth. Students explore emerging science on youth and adolescent development while learning about evidence-based pedagogies and promising programs that support youth development in school and community programs. Students participate on a weekly basis in community-engaged placements and learn to teach, coach and mentor adolescents using the theory, principles and practices associated with positive youth development. Enrollment limited to 35. {S}

Fall

EDC 298 Rethinking Leadership and Policy Practicum (1 Credit)

This practicum is the internship with a school or educational setting designed as the companion experience to EDC 299. This experience (which involves a remote internship) provides students with an opportunity to pursue deeper understanding about the impact of current challenges facing education, teaching, school reform and educational policy. The course examines how educators can better harness what is known in the research. S/U only. Instructor permission required. Enrollment limited to 40. {S}

Interterm, Variable

EDC 299 Rethinking Leadership and Policy for Tomorrow's World (3 Credits)

This course is designed to provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy while completing a remote internship in a school or educational setting. The course examines how educators can better harness what is known in the research, practice and policy arenas to ensure that all youth thrive. This course is open to all Five College students who have applied for and been accepted into the Mindich Fellowship. This course may be taken up to three times. Prerequisite: EDC 298. Enrollment limited to 40. {S}

Spring

EDC 311 Rethinking Equity and Teaching for English Language Learners (4 Credits)

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Enrollment limited to 35.

Spring

EDC 331 Seminar: The Stories Children Tell (4 Credits)

This course focuses on examining children's social and moral development through the use of narrative methodology. Students examine how the use of cultural tools such as narratives and social media allow them to investigate how contexts, such as schools and youth organizations, influence children's understanding of and response to (in)justice. In particular, the class focuses on the role of teachers and peers as agents of socialization by examining children's stories about their experiences in classrooms. Restrictions: Juniors and seniors only. Enrollment limited to 15. Instructor permission required.

Spring, Alternate Years

EDC 335 Calderwood Seminar: Complicating and Simplifying Educational Policy (4 Credits)

Education is a topic about which almost everybody has an opinion. And yet policies surrounding schooling and the politics that drive those policies have changed little over the course of the last 30 years. Though deep divisions manifest in other arenas of American life, there has been surprisingly little policy difference between Republicans and Democrats when it comes to American schools, their structures, content and funding. This course asks students to dig deeper into prevailing educational policy, find topics that are worthy of debate and argument, and write about them to a general audience. At least one Education course is recommended. Restrictions: Juniors and seniors only. Enrollment limited to 12. Instructor permission required. WI {S}
Fall, Spring, Variable

EDC 336cc Seminar: Topics in American Education-Control and Compliance: How School Discipline Shapes Inequality (4 Credits)

Schools don't just teach academic content to students. They also teach behavior, morals, norms and social hierarchy. This course examines the social processes through which students learn to "behave" in schools, including discipline and surveillance structures, student-teacher interactions and students' interactions with peers. The course pays particular attention to how race, gender, disability and other systems of inequality shape behavioral expectations and disciplinary responses – and how these processes, in turn, exacerbate inequalities. Discussions include no-excuses charter schools, teachers' racial and gender bias, bullying and behavioral modification methods typically used with disabled students. Restrictions: Juniors and seniors only. Enrollment limited to 12. Instructor permission required.

Fall, Spring, Variable

EDC 338 Children Learning to Read (4 Credits)

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: EDC 238. Juniors, seniors and graduate students only. Instructor permission required. {S}

Fall

EDC 338L Laboratory for Foundations of Reading (1 Credit)

Students engage in field-based practice in public school settings where they are working with students around early literacy and meet weekly with experienced Literacy Specialists to provide context and reflective support. This course is a requirement for students who are pursuing educator licensure who are enrolled in EDC 338. This course makes explicit connections between what students are observing and practicing in field-based experiences in classrooms and the instructional content in EDC 338. This lab provides structured support for students working with a diverse range of learners, including learners with disabilities and multilingual learners, so that licensure candidates reach the Practice Level and take initial steps toward the Demonstrate Level for the Professional Standards for Teachers. S/U only. Corequisite: EDC 338. (E)

Fall

EDC 340 Senior Colloquium (4 Credits)

A colloquium integrating foundations, the learning process and curriculum. Restrictions: Seniors only; Smith EDC majors only. Enrollment limited to 20. {S}

Spring

EDC 341 The Child in Modern Society (4 Credits)

What does it mean to be a successful child or have a successful childhood in modern society today? This interdisciplinary course helps students develop a theoretically, historically and culturally informed perspective on childhood and child development and use this knowledge to think about and address the dilemmas that confront children and families in modern societies. Students examine how the experience of childhood is shaped by the interplay of family, schooling and wider culture by drawing on directed field observations and experiences.

Prerequisite: EDC 235 or equivalent. {S}

Fall, Spring, Variable

EDC 345L Elementary Student Teaching Practicum Lab (1 Credit)

This lab accompanies the elementary student teaching internship course EDC 345ms. The focus of the lab is the examination of student teaching dilemmas for discussion and reflection. Student teachers are introduced to key topics germane to their internship while examining the student teaching experience. The course brings together content knowledge, professional dispositions and caring, instructional methods, assessment strategies, collaboration, diversity, classroom management and technology. In this lab, student teachers reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. S/U only. Corequisite: EDC 345ms.

Fall

EDC 345ms Elementary Curriculum and Methods: Math/Science (4 Credits)

A study of the elementary school curriculum and the application of the principles of teaching in the elementary school, focusing on mathematics and science. Two class hours and a practicum involving directed classroom teaching. Prerequisites: EDC 235, EDC 238 and one more EDC course; a grade of B- or better in education courses. Co-requisite: EDC 345L. Instructor permission required. {S}

Fall, Annually

EDC 345ws Elementary Curriculum and Methods: Writing/Social Studies (4 Credits)

A study of the elementary school curriculum and the application of the principles of teaching in the elementary school, focusing on writing and social studies. Two and a half class hours and a practicum involving directed classroom teaching. Prerequisites: EDC 235, EDC 238 and one more EDC course, and a grade of B- or better in education courses. Instructor permission required. {S}

Spring, Annually

EDC 346 Clinical Internship in Teaching (8 Credits)

Full-time practicum in grade K-12 schools. Offered in two sections. Section 01 is offered to students who have completed the prerequisite courses for elementary student teaching. Section 02 is offered to students who have completed the prerequisite courses for Middle/Secondary student teaching, and includes a weekly companion seminar for students completing a full-time practicum at the middle or high school level. Restrictions: Seniors only. Department permission required. {S}

Spring

EDC 347 Individual Differences Among Learners (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. {S} Fall

EDC 347L Individual Learning Differences Lab (1 Credit)

Students engage in field-based practice in public school settings where they work with students with learning differences (including students with IEPs) and meet weekly with experienced Special Educators to provide context and reflective support for what they are learning. This course is a requirement for students who are pursuing educator licensure who are enrolled in EDC 347. This course makes explicit connections between what students are observing and practicing in fieldbased experiences in classrooms and the instructional content in EDC 347, while supporting students in focused observation and reflective practice. This course provides structured support so licensure candidates reach the Practice Level and take initial steps toward the Demonstrate Level for the Professional Standards for Teachers. S/U only. Corequisite: EDC 347. (E) Fall

EDC 352 Methods of Instruction (4 Credits)

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject-matter area. Content frameworks and standards serve as the organizing themes for the course. Corequisite: EDC 352L. Instructor permission required. Fall

EDC 352L Secondary Student Teaching Practicum Lab (1 Credit)

This lab accompanies the secondary student teaching internship course EDC 352. The focus of the lab is the examination of student teaching dilemmas for discussion and reflection. Student teachers are introduced to key topics germane to their internship while examining the student teaching experience. The course brings together content knowledge, professional dispositions and caring, instructional methods, assessment strategies, collaboration, diversity, classroom management and technology. In this lab, student teachers also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. S/U only. Corequisite: EDC 352. Fall

EDC 390 Colloquium: The Teaching of Science, Engineering and Technology (4 Credits)

Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course focuses on providing the skills and knowledge needed to bring this excitement into the classroom. Students explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas help develop communication and learning skills that prepare one for a variety of careers. Restrictions: Not open to first-years. Enrollment limited to 20. {S} Spring

EDC 396 Seminar: Researching Education (4 Credits)

Today education is a global phenomenon with widespread implications for individuals and communities. In this seminar, the class studies education as a social construct through interdisciplinary and qualitative research approaches. To do so, students engage with current theoretical and historical perspectives of research as well as practical methodological explorations. Across learning activities, students are asked to examine how research can reproduce or disrupt current structural inequalities and power imbalances in ways that advance social justice. By weaving opportunities to learn and deconstruct the theories shaping research methodologies, this course is designed to support students as they critically examine education across contexts, understand the complexity and plurality that currently characterizes research, and gain familiarity with its practice. Restrictions: Juniors and seniors only. Enrollment limited to 12. Instructor permission required. Fall, Spring, Alternate Years

EDC 400 Special Studies (1-4 Credits)

Instructor permission required. Fall, Spring

EDC 430D Honors (4 Credits)

This course supports students completing departmental honors through a department thesis. A year-long course for a total of 8 credits at the completion of two semesters. Department permission required. Fall, Spring

EDC 432D Honors Project (6 Credits)

Department permission required. Fall, Spring

EDC 511 Rethinking Equity and Teaching for English Language Learners (4 Credits)

The focus of this course is to prepare teachers to shelter their English language instruction by increasing their knowledge of student variation and cultural considerations, second language acquisition theory, English language arts/literacy, English language development standards and assessments and effective practices in English language learner (ELL) instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, readings of complex grade-level informational and literary texts, discussion and writing in response to texts and also by developing content standards for various academic disciplines. This course requires fieldwork in public summer school classrooms. Summer

EDC 543 Foundations of Trauma-Informed Teaching and Intervention with Students with Disabilities (4 Credits)

This course examines trauma in the context of the Special Education learning environment, with a goal of equipping future educators to: 1) create trauma-informed special education classrooms that support learning and regulation for all students 2) engage in effective communication and productive collaboration with families 3) recognize and address the need for self-care in their role as a professional educator and 4) consider the larger sociopolitical context of trauma studies, preparing these future educators to act as critical consumers and productive contributors to the field of trauma informed education. Priority to M.A.T. students completing a SPED add on. Restrictions: Juniors and seniors only. Enrollment limited to 12. Instructor permission required. (E) Fall

EDC 548 Student Diversity and Classroom Teaching (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Research and pre-practicum required. Restrictions: EDC graduate students only. {S}

Fall

EDC 548L Individual Differences Lab (1 Credit)

Students engage in field-based practice in public school settings where they work with students with learning differences (including students with IEPs) and meet weekly with experienced Special Educators to provide context and reflective support for what they are learning. This course is a requirement for students who are pursuing educator licensure who are enrolled in EDC 548. This course makes explicit connections between what students are observing and practicing in fieldbased experiences in classrooms and the instructional content in EDC 548, while supporting students in focused observation and reflective practice. This course provides structured support so licensure candidates reach the Practice Level and take initial steps toward the Demonstrate Level for the Professional Standards for Teachers. S/U only. Corequisite: EDC 548. (E)

Fall

EDC 550 The Policies and Procedures of Inclusion (4 Credits)

This course focuses on the laws and policies governing special education, including eligibility categories and determinations, testing and creating useful assessment reports, progress monitoring, writing and implementing IEP and 504 plans, working collaboratively with agencies and other service providers and using assistive technology.

Summer, Variable

EDC 551 The Inclusive Classroom: Designing Effective Instruction (4 Credits)

This course focuses on the models of instructional practice for students with mild to moderate disabilities, including models of co-teaching and inclusion, differentiated instruction, universal design, positive behavioral supports and effective classroom management practices. Students learn strategies for supporting students in reading, writing and mathematics, as well as with executive function and study skills. This course requires fieldwork in an inclusive classroom.

Summer, Variable

EDC 552 Perspectives on American Education (4 Credits)

This course is intended to help second semester MAT students transition into the field as "research practitioners," with public-facing voices on issues of policy and practice. Required of all candidates for the M.A. and the M.A.T. degrees. Restrictions: EDC graduate students only.

Spring

EDC 554 Knowing, Thinking and the Design of Learning Environments (4 Credits)

This course examines current theoretical perspectives about learning and teaching that are emerging from the learning sciences. Central to these theories are ideas about how people learn, both independently and in groups, in ways that facilitate critical thinking and the development of meaningful knowledge. Theories are applied to the design of curriculum, instruction and assessment. Restrictions: EDC graduate students only. Open to seniors by permission of the instructor.

Fall

EDC 556 Learning in Classrooms (4 Credits)

What makes a good teacher? What makes a good student? This course combines perspectives on child and adolescent development with cognitive science to examine how principles of educational psychology can be applied to the classroom. Students read educational research and apply major course concepts to case studies. This course requires fieldwork.

Summer

EDC 559 Clinical Internship in Teaching (8 Credits)

Full-time practicum in grade K-12 schools. Offered spring semester for graduate students pursuing educator licensure and offered in two sections. Section 01 is for elementary student teachers, and section 02 is for Middle/Secondary student teaching. In addition to the student teaching practicum, students participate in a weekly companion seminar that addresses state licensure requirements and supports their classroom teaching experiences. Restrictions: EDC graduate students only.

Spring