

CDIT ONLINE COURSE OFFERINGS
(30 Credit Program)
(Courses vary per semester.)

COURSE REQUIREMENTS:

1. Foundations of Education (two courses, 6 credits)

- A. Social Thought (one course, 3 credits)

Examples:

ETAP 512 Teachers in Context (3) - An examination of the influence of sociological, cultural, and historical factors on the place of teachers in society and the professional practice of teaching with an emphasis on representative countries.

ETAP 520 Communication, Technology and the Knowledge-Building Enterprise (3) - This course examines pivotal historical forces and moments in which the intersections of culture, technology, and communications worked to reshape knowledge generation. Through readings in history, anthropology, ethics, education, and cultural criticism, this course explores how discovery, innovation, and invention over time led to the formation of what we know and how we know it.

- B. Human Learning and Development (one course, 3 credits)

Example:

ETAP 519 Learning in the Academic Disciplines (3) - This course is an introduction to general theories of human learning and their application to learning in academic disciplines. The course explores some aspects of the relationships among sociology, technology, and human learning, and raises pedagogical and curricular issues related to the creation of instruction and learning environments in subject matter domains.

2. Instructional Theory and Practice (3 credits)

Examples:

ETAP 620 Cooperative Learning and Instructional Technology (3) – This course is designed to facilitate understanding of current issues in and strategies for implementing cooperative learning strategies to integrate technology in classroom teaching and learning. Coursework will include reading and reflecting on the work of prominent authors in the field and hands-on experiences with cooperative learning and technology.

ETAP 621 Understanding Learning and Teaching (3) – This course is an introduction to what it means to observe, see, and make sense out of learning in educational environments. It asks participants to analyze what happens in these environments (learning and teaching, student interactions, teacher-student relationships, etc.) and take concrete action based on that analysis.

ETAP 623 Systematic Design of Instruction (3) – This course promotes systematic, analytical approaches to curricular and instructional planning. Surveys contemporary theories of learning, instruction, and instructional design, and requires application of these theories to the preparation of educational materials. Although planning for classroom activities and presentations is discussed, primary focus is on design of materials that support independent learning.

ETAP 683 Seminar in Instructional Technology (3) – This course is an examination of topical issues and current research in instructional technology.

3. Curriculum Development OR Instructional Technology (3 credits)

Curriculum Development Example:

ETAP 510 Fundamentals of Program Development (3) – This course examines and identifies the concepts, principles, and models of curriculum and the inter-relationships of these elements in developing programs and evaluating them.

Instructional Technology Examples:

ETAP 522 Mass Communications and Education (3) – Implications of mass communications for education, social learning from mass media propaganda, media literacy, information technologies and communications revolution, and their effects on teaching and learning.

ETAP 523 Media in Teaching and Learning (3) – Design and use of media for teaching and learning; characteristics, sources, selection, creation and evaluation of non-print educational materials.

ETAP 524 Integrating Technology across the Curriculum (3) – This course is designed to enable educators to use technology to enhance instruction within and across content areas. Theoretical and practical aspects of technology integration will be discussed. Students will develop a thematic unit reflecting State and national standards.

ETAP 526 Educational Computing (3) – Overview of computing in education; introduction to computer software, application packages, programming, hypermedia, and telecommunications. Project required.

4. Capstone Seminar (3 credits)

Examples:

ETAP 680 Research Seminar: Critical Introduction to Educational Research Paradigms (3) – This course focuses on the different models and paradigms in educational research and how these paradigms can inform educational practice. It will involve critical reading of published exemplars of different paradigms, analyzing previously collected data, and making sense of the application of these data. Prerequisite: Consent of instructor and 12 graduate credits in the master's program.

ETAP 681 Research Seminar: Research in Practice (3) – This course focuses on action (teacher) research. The theory and practice of action research will be examined through a review of the theoretical foundations of educational research and its link to the improvement of educational practice. Students will design and implement a small action research project in their own setting.

5. Supporting Courses (five courses, 15 credits)

Examples:

Instructional Theory and Technology:

ETAP 522 (See description above.)

ETAP 523 (See description above.)

ETAP 525 Educational Television Production I (3) – Introduction to uses of video production for educators; design and production techniques, field and studio productions, classroom uses of video production.

ETAP 526 (See description above.)

ETAP 529 Introduction to Distance Learning (3) – Introduction to the methodology, history and technology of distance learning approaches to instruction. This course will examine the use of a variety of media including video, computers/Internet, and broadcast technologies that have

been used in successful distance learning programs. The course will also review research on the effectiveness of distance learning.

ETAP 530 Reading and Writing across the Curriculum (3) – This course addresses the theory and practice of literacy learning and instruction within and across the disciplines. Focuses on disciplinary and inter-disciplinary uses of and purposes for oral and written texts. Includes developing research-based models for integrating reading and writing into content study and for communicating beyond the school setting.

ETAP 571 (SPE 571) Assistive Technology for Students with Disabilities (3) – Course is for classroom teachers who are interested in learning about assistive technology and how technology can provide access to curriculum, facilitate communication, and help students overcome physical and sensory barriers. The course will discuss assistive technology legislation and its implications for school districts, strategies for integrating assistive technology into the classroom and into an individual student's IEP, and demonstrate how technology can facilitate the education of students with disabilities in both self-contained and inclusive settings.

ETAP 622 Hypermedia Design and Production for Educators (3) – Introduction to hypermedia design issues through experience with hypermedia authoring. Emphasis on graphical design, navigation, and structural issues.

ETAP 623 (See description above.)

ETAP 626 Educational Telecommunications Design and Production (3) – Design and production techniques for the Internet and the World-Wide Web; website development, desktop video conferencing, emerging interactive environments.

ETAP 634 Using Media in the Language Classroom (3) – Survey of issues on practical utilization of media in language classrooms. Hands-on activities with media resources, with lesson plan development, and with web page design. Planning and implementation of media-assisted language activities built on current theory and research. Emphasis on correspondence between language teaching practice and learners' media use inside and outside classrooms.

ETAP 638 Media Literacy (3) – Developing an informed and critical understanding of new communication media, including ways to read and write electronic texts. Explore implications of these technologies and their uses in schools, communities, and workplaces. Focus on practices involving cutting-edge technologies that hold promise for the teaching of writing language, and literature.

ETAP 653 Language, Literacy and Technology (3) – This course explores the many and important roles electronic texts play in the development of contemporary readers and writers. How technologies affect language and literacy development in native, foreign, and second languages will be studied.

ETAP 683 (See description above.)

ETAP 687 Institute for Educational Theory and Practice (2-9)

A variety of special courses are offered under the institute title.

Examples:

Introduction to Online Teaching

Teaching and Learning in Virtual Worlds

Knowledge Media for Creative Learning

Language in Education:

Examples:

ETAP 634 (See description above.)

ETAP 653 (See description above.)

Math and Science Education:

Examples:

ETAP 612 Mathematics in the Elementary School (3) – This course prepares students to teach elementary school mathematics. Students will explore what it means to learn mathematics with understanding while they deepen their own understandings of fundamental mathematical ideas, consider how different groups of students experience mathematics instruction, and develop pedagogical strategies that emphasize mathematical reasoning, communication, and problem-solving.

ETAP 614 Science for Children (3) – This course prepares graduate students to monitor and enhance the development of science literacy in pre-school and elementary school children. Graduate students will deepen their understanding of fundamental scientific principles and develop pedagogical strategies applicable in formal and informal educational settings that provide all children the opportunity to develop understanding of science and the abilities of science inquiry appropriate to their developmental level.

Curriculum and Instruction:

Examples:

ETAP 510 (See description above.)

ETAP 612 (See description above.)

ETAP 638 (See description above.)

ETAP 687 (See sample courses above.)

PLEASE NOTE: Students can transfer up to 2 graduate courses (maximum of 6 credits total) from an institution outside of Albany upon advisor's approval, with the exception of 680/681 which MUST be taken at SUNY Albany.