

Department of Curriculum Studies

EDCS: Program Standards

STANDARD 1: THE FIELD OF EDUCATION

This standard includes knowledge, skills and dispositions relating to:

1. Current issues and evolving trends relating to teaching and learning;
2. Historical, socio-cultural, political and economic influences on education;
3. Research into education as a social and political institution;
4. Issues relating to language and culture in educational programs;
5. The range of programs and services available to students in a given area of emphasis.

STANDARD 2: CURRICULUM AND PEDAGOGY

This standard includes knowledge, skills and dispositions relating to:

1. Curriculum and pedagogical knowledge needed to design an appropriate program for students in an area of emphasis;
2. Understanding of current issues and appropriate methods/approaches for teaching;
3. Assessment and evaluation of learning;
4. Accommodating diversity in age, ability, culture and language;
5. The mutually-constitutive relationships between theory and practice and between teaching and learning;
6. Understanding the components of effective teaching;
7. Further development of reflective practices to improve teaching and learning.

STANDARD 3: RESEARCH IN EDUCATION

This standard includes knowledge, skills and dispositions relating to:

1. The ability to critically review and synthesize research and evaluation literature;
2. Awareness of the strengths and weaknesses of experimental, survey, and qualitative research designs;
3. Knowledge of the strategies of qualitative and quantitative inquiry;
4. The ability to design research and/or evaluation protocols suitable for inquiry in one's area of specialization and practice;
5. The ability to interpret research that uses descriptive and inferential statistics;
6. The ability to collect and interpret qualitative data;
7. Knowledge of ethical dimensions of educational research.

STANDARD 4: PROFESSIONALISM

This standard includes knowledge, skills and dispositions relating to:

1. Communicating effectively;
2. Working collaboratively and cooperatively with families, community members, educational personnel and professionals from diverse backgrounds and cultures (including those from other disciplines);
3. Being reflective about practice, connecting theory and practice;
4. Understanding professional ethics and ethical behavior;
5. Commitment to continuing one's own professional growth;
6. Contributing to the growth of the profession;
7. Exemplifying a caring attitude towards students, colleagues and the community.

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EDCS: Curriculum Map

Relationship of Assessments to Standards

NCATE Standards	Knowledge		Skills		Professional Dispositions	
	Program Assessments					
	1 Knowledge	2 Knowledge	3 Skills	4 Skills	5 Professional Dispositions	6 Professional Dispositions
	<i>Review of Literature</i>	<i>Concluding Chapter Plan A/B</i>	<i>Lesson Series: Curriculum. Emphasis</i>	<i>Application to CHS</i>	<i>Lesson Series: Sp. Needs/Cult. Emphasis</i>	<i>Personal Curriculum History</i>
	<i>(EDCS 622 Alpha)</i>	<i>(Advisor/Second Reader)</i>	<i>(Specialization course)</i>	<i>(Research course)</i>	<i>(Specialization course)</i>	<i>(EDCS 667 Alpha)</i>
EDCS Standards: What candidates should know, do, and care about						
1. The Field of Education	✓	✓				✓
2. Curriculum and Pedagogy	✓	✓	✓		✓	
3. Research in Education	✓	✓		✓		✓
4. Professionalism			✓	✓	✓	✓