

ED-CURRICULUM & INSTRUCTION (EDCI)

EDCI 111 Employment Foundations (1 credit)

In this course, students complete activities to better understand their personal strengths and needs while also exploring workplace preferences. Students also engage in career exploration activities to develop understanding of careers that may be a good fit for them. This course includes a required workplace internship and is designed for first-semester Vandal QUEST students. Graded Pass/Fail. Typically Offered: Fall.

EDCI 112 Finding & Maintaining Employment (1 credit, max 3)

This course focuses on skills necessary to gain and be successful in a job. To achieve this, students learn how to prepare for job interviews and have opportunities to practice interview skills. Students also work to understand common employer expectations. This course includes a required workplace internship. Graded Pass/Fail. Typically Offered: Spring.

Prereqs: EDCI 111

EDCI 113 Healthy Workplace Relationships (1 credit, max 3)

This course is designed to help students better understand their personal circles of support, including an increased understanding of personal and workplace relationships, and includes a required workplace internship. Graded Pass/Fail. Typically Offered: Fall.

Prereqs: EDCI 111, EDCI 112

EDCI 114 Employment Capstone (1 credit, max 3)

Students prepare and publicly deliver a presentation that expands upon each of their previous semester courses. This course includes a required workplace internship and is to be taken by Vandal QUEST students in their final semester. Graded Pass/Fail. Typically Offered: Spring.

Prereqs: EDCI 111, EDCI 112, EDCI 113

EDCI 200 (s) Seminar (1-16 credits)

Credit arranged

EDCI 201 Contexts of Education (3 credits)

General Education: Social and Behavioral Ways of Knowing
Joint-listed with EDCI 550

Introduction to the philosophical, social, cultural, historical, legal and political contexts of schooling. Develops an understanding of the sources of curriculum, standards, and assessments. Explores what it means to become a successful teacher committed to student success through the development of observation and analysis skills. Requires additional 20 hours of service learning. Typically Offered: Fall and Spring.

EDCI 203 (s) Workshop (1-16 credits)

Credit arranged

EDCI 204 (s) Special Topics (1-16 credits)

Credit arranged

EDCI 241 Introduction to the Study of Language (3 credits)

Cross-listed with ANTH 241, ENGL 241

Surveys of sound patterns, morphological processes and syntactic structures; questions of language acquisition, variation, and history; exercises from a variety of languages, with emphasis on American English. Typically Offered: Spring.

EDCI 298 (s) Internship (1-16 credits)

Credit arranged

EDCI 299 (s) Directed Study (1-16 credits)

Credit arranged.

EDCI 301 Learning, Development, and Assessment (3 credits)

General Education: Social and Behavioral Ways of Knowing
Joint-listed with EDCI 543

This course is an exploration of theories of learning and human development and the use of this knowledge to support student success in classroom settings. It provides a practical understanding of motivation as a classroom management tool and develops a fundamental understanding of assessment terminology, the uses of assessment and its relationship to student success. Typically Offered: Fall, Spring and Summer.

EDCI 302 Teaching Culturally Diverse Learners (3 credits)

General Education: American Diversity
Joint-listed with EDCI 544

An examination of cultural and linguistic diversity in classrooms. Explores strategies for creating the culturally inclusive classroom that values diversity and supports student success. Examines the use of instructional planning as a tool for motivation and classroom management. Includes required field experiences. Typically Offered: Fall, Spring and Summer.

Prereqs: EDCI 301 or ECDE 234; and admission to teacher education program

EDCI 320 Teaching Reading and Literacy (3 credits)

Foundations of literacy and the methods and strategies involved in the teaching of reading. Topics include: phonological awareness, phonemic awareness, and phonics; vocabulary; fluency; comprehension. Typically Offered: Fall and Spring.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 322, EDCI 325, EDCI 409 and DAN 360; or Permission

EDCI 321 Literature for Children (3 credits)

Specific methods, research, curricula, and technology in teaching Children's Literature for diverse populations. This course facilitates understanding of content, curriculum, methods, and assessment in an integrated setting. Typically Offered: Fall and Spring.

EDCI 322 Teaching Writing/Language Arts (3 credits)

Teaching communication, including listening and speaking, and the teaching and evaluation of writing. Topics include reading principles, problems, methods, and strategies for promoting the ability to communicate with an emphasis on the development of the writer. Other topics include vocabulary; spelling; grammar; fluency. Typically Offered: Fall and Spring.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 320, EDCI 325, EDCI 409, and DAN 360; or Permission

EDCI 325 Elementary Art Education (3 credits)

Specific methods, research, curricula, and technology in teaching elementary art for diverse populations. Facilitation of understanding content, curriculum, methods and assessment in an integrated setting. Typically Offered: Fall, Spring and Varies.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 320, EDCI 322, EDCI 409, and DAN 360; or Permission

EDCI 327 Elementary Math Education (3 credits)

Specific methods, research, curricula, and technology in teaching elementary mathematics for diverse populations. Facilitation of understanding content, curriculum, methods and assessment in an integrated setting. Typically Offered: Fall, Spring and Varies.

Prereqs: EDCI 302 and MTHE 235 and MTHE 236; or Permission

Coreqs: EDCI 328, EDCI 329, and EDCI 408; or Permission

EDCI 328 Elementary Social Studies Education (3 credits)

Specific methods, research, curricula, and technology in teaching elementary social studies for diverse populations. Facilitation of understanding content, curriculum, methods and assessment in an integrated setting. Typically Offered: Fall, Spring and Varies.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 327, EDCI 329, and EDCI 408; or Permission

EDCI 329 Elementary Science Education (3 credits)

Specific methods, research, curricula, and technology in teaching elementary science for diverse populations. Facilitation of understanding content, curriculum, methods and assessment in an integrated setting. Typically Offered: Fall, Spring and Varies.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 327, EDCI 328, and EDCI 408; or Permission

EDCI 375 Secondary Classroom Management (3 credits)

Lesson planning and classroom management methods for secondary grades (6-12). Methods for student engagement and development of high quality lessons for diverse populations. Typically Offered: Spring.

Prereqs: EDCI 302

EDCI 400 (s) Seminar (1-16 credits)

Credit arranged

EDCI 401 Internship Seminar (1 credit)

General Education: Senior Experience

A review of the professional commitments and responsibilities and the interactions and partnerships that support student learning and well-being.

Coreqs: EDCI 483, EDCI 485, CTE 484, AGED 460, MUST 432, or ESHS 484; or Permission

EDCI 402 Practicum (1-16 credits)

Credit arranged

EDCI 403 (s) Workshop (1-16 credits)

Credit arranged

EDCI 404 (s) Special Topics (1-16 credits)

Credit arranged

EDCI 405 (s) Professional Development (1-16 credits, max arranged)

Joint-listed with EDCI 505

Credit arranged. Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward graduate degree programs, but may be used in a fifth-year program. Additional projects/assignments required for graduate credit.

EDCI 408 Integrated Elementary Methods Practicum I (3 credits)

Implementation of elementary content methods, research, curricula, and technology in K-8 classrooms with specific focus on culturally responsive management of a classroom and social-emotional learning, including recognition of early warning signs in students. Course will include 30 hours in K-8 classrooms. Typically Offered: Varies.

Prereqs: EDCI 302

Coreqs: EDCI 327, EDCI 328, and EDCI 329

EDCI 409 Integrated Elementary Methods Practicum II (1 credit)

Implementation of elementary content methods, research, curricula, and technology in K-8 classrooms. Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities. Typically Offered: Fall and Spring.

Prereqs: EDCI 408

Coreqs: EDCI 320, EDCI 322, EDCI 325, and DAN 360

EDCI 410 Technology, Teaching and Learning (2 credits)

Joint-listed with EDCI 545

Specific methods, research, and strategies providing proficiency in relevant technology skills and practices to enhance classroom management and instruction.

EDCI 411 Geometry, Measurement, and Trigonometry (3 credits)

Examines topics in measurement, geometry, and trigonometry and the way that grade 5-10 students develop an understanding of these ideas. Emphasis will be placed on recent and seminal research on learning and teaching geometry to develop mathematical practice as described in CCSS-M, especially for topics such as symmetry, congruence and similarity, right triangle trigonometry, transformations, unit, and partitioning of space. Particular emphasis will be placed on extended tasks that expose learners to investigation, conjecture, argumentation, and incorporating dynamic software. Does not count toward mathematics MAT or MS graduate programs. Preq: MTHE 236 and admission to Teacher Education; or instructor permission

EDCI 413 Data Analysis and Probability (3 credits)

Examines the understandings that are foundational to probability and data analysis, and how grade 5-10 students develop these ideas. Topics include experimental and theoretical probability, sample space, independent and dependent events, measures of central tendency and spread, and data representations. Emphasis will be on proof and argumentation and modeling with mathematics to draw conclusions, on the specialized mathematics knowledge for teaching, and how engagement in this content exemplifies the mathematical practices expressed in CCSS-M.

EDCI 416 Proportional and Algebraic Reasoning (3 credits)

This course examines topics related to the development and application of reasoning with proportional quantities, and how students develop an understanding of these, application of rational number and operations, and how grade 5-10 students develop algebraic reasoning from arithmetic thinking, by abstracting from computation and working with generalized numbers. Topics include comparison, ratio, proportion, rate, equality and relational thinking, generalizing, patterns, and modeling. Emphasis will be on modeling with mathematics to analyze problems, reasoning abstractly and quantitatively, looking for and making sense of structure, proof and argumentation, the specialized mathematics knowledge needed for teaching these topics, and on how engagement in this content exemplifies the mathematical practices expressed in CCSS-M.

EDCI 418 Culturally Responsive Pedagogy (1 credit)

This course provides a general introduction to the principles of Culturally Relevant Pedagogy. In particular, this module will help students attain a high level of cultural competence, social justice, and diversity such that they can apply this knowledge to lesson planning, pedagogy, and engagement with diverse learners. It will also equip future instructors to work with parents, families, and communities from diverse cultural and linguistic backgrounds.

EDCI 420 Gender and Sexual Diversity in Schools (1 credit)

This course provides future instructors with the skills needed to critically and sensitively work with gender non-conforming, gay, lesbian, and bisexual students in schools. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering gender non-conforming, gay, lesbian, and bisexual students in schools.

EDCI 421 Racial and Ethnic Diversity in Schools (1 credit)

This course provides future instructors with the skills needed to critically and sensitively work with students of color in schools. It will provide those enrolled with a basic understanding of the ways that students of color have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering students of color in schools.

EDCI 422 Socio-Economic Diversity in Rural Schools (1 credit)

This course provides future instructors with the skills needed to critically and sensitively work with low-income students from rural communities. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering low-income students from rural communities.

EDCI 424 Universal Design in Learning (1 credit)

This course provides a general introduction to the principles of Universal Design in Learning. It will introduce the principles, guidelines, and checkpoints that are included in the framework. It will focus on the importance of intentional, systematic and flexible design of instruction in which all students are included and making progress in learning.

EDCI 426 Working with Native American Students and Communities (1 credit)

This course provides future instructors with the skills needed to critically and sensitively work with Native American students and communities. It will provide those enrolled with a basic understanding of the ways that Native students have been marginalized within traditional education, the rights of Native students and communities re: schools, and best practices for working with and empowering Native students in schools.

EDCI 431 Secondary English Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary English Methods. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 441

EDCI 432 Secondary Social Studies Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Social Studies Methods. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 442

EDCI 433 Secondary Science Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Science Methods. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 443

EDCI 434 Secondary Mathematics Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Mathematics Methods. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 454

EDCI 436 Secondary Art Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Art Methods. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 446

EDCI 437 Secondary Foreign Language Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Foreign Language.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 447

EDCI 441 Secondary English Practicum (1 credit)

Implementation of Secondary English methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 431

EDCI 442 Secondary Social Studies Methods Practicum (1 credit)

Implementation of secondary social studies methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 432

EDCI 443 Secondary Science Methods Practicum (1 credit)

Implementation of secondary science language methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 433

EDCI 445 Young Adult Literature (3 credits)

Major trends and traditions in Young Adult (YA) Literature. Course concentration will vary by semester and may focus on the research, theory, and practice of literature study in secondary schools and sociohistorical, sociocultural, and literary contexts.

Prereqs: ENGL 102

EDCI 446 Secondary Art Methods Practicum (1 credit)

Implementation of secondary art methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities. (Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 436

EDCI 447 Second Language Teaching Methods Practicum (1 credit)

Implementation of secondary foreign language methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities. Typically Offered: Spring and Varies.

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 449

EDCI 448 Introduction to ENL (3 credits)

Joint-listed with EDCI 548

In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSS.

EDCI 449 Second Language Teaching Methods (3 credits)

Joint-listed with EDCI 549

In this course, students will learn how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with Second Language Development Standards. Students will learn how to measure the level of Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students, the students' families, and to colleagues.

EDCI 454 Secondary Mathematics Methods Practicum (1 credit)

Implementation of secondary mathematics methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities.

(Fall only)

Prereqs: EDCI 302 or Permission

Coreqs: EDCI 434

EDCI 463 Literacy Methods for Content Learning (3 credits)

Joint-listed with EDCI 563

Theory of and practical strategies for extending and reinforcing student learning of subject matter through reading and writing. Additional projects/assignments required for graduate credit. Prereqs or

Coreqs: EDCI 302 or MUST 283

EDCI 466 Literacy Assessment and Intervention (3 credits)

Various assessment issues and procedures appropriate for monitoring student progress in reading and writing in the classroom; instructional methods for assisting readers at-risk. Recommended Preparation:

EDCI 320 or EDCI 463 Typically Offered: Fall and Spring.

EDCI 483 Elementary Internship I (7-14 credits)

Guided observation, supervised instruction and comprehensive team and independent teaching in school settings with a discipline-specific and integrated pedagogical focus. Graded P/F.

EDCI 485 (s) Secondary Internship (15 credits)

General Education: Senior Experience

Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings. Graded P/F. Recommended Preparation: integrated course work. Graded Pass/Fail.

Coreqs: EDCI 401 and Permission of Department

EDCI 490 Computer Science Methods (3 credits)

Joint-listed with EDCI 590

This course is designed to provide pedagogical and content knowledge and experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.

EDCI 491 Computer Science Methods Practicum (1 credit)

Joint-listed with EDCI 591

This course is designed to provide pedagogical and content knowledge and practical experiences to be effective computer science teachers.

The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.

EDCI 497 Decolonizing Methodology Applied (3 credits)

The course is designed to prepare scholars for culturally mindful research and the McNair Summer Research Institute. In this course, McNair scholars will further refine their research proposals and develop their faculty mentor relationships in preparation for the Summer Research Institute. Scholars will be challenged to analyze knowledge production through an Indigenous framework and examine the roles power and perspective play in research questions and design. Scholars will explore Native Hawaiian history, culture, and the challenges faced in maintaining sovereignty through research, dialogue, and reflection. Typically Offered: Spring.

Prereqs: Permission

EDCI 498 (s) Internship (1-16 credits)

Credit arranged

EDCI 499 (s) Directed Study (1-16 credits)

Credit arranged

EDCI 500 Master's Res & Thesis (1-16 credits)

Credit arranged

EDCI 501 (s) Seminar (1-16 credits)

Credit arranged

EDCI 502 (s) Directed Study (1-16 credits)

Credit arranged

EDCI 503 (s) Workshop (1-16 credits)

Credit arranged

EDCI 504 (s) Special Topics (1-16 credits)

Credit arranged

EDCI 505 (s) Professional Development (1-16 credits, max arranged)

Joint-listed with EDCI 405

Credit arranged. Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward graduate degree programs, but may be used in a fifth-year program. Additional projects/assignments required for graduate credit.

EDCI 509 Math Education Seminar (1 credit, max 6)

This weekly seminar will examine current research and theory in mathematics education. Participants will read, analyze, and discuss current research and theory articles. Participants will take an active role in discussions, including leadership of seminar discussions. Pass/Fail grading only.

EDCI 511 Planning and Administering the Curriculum (3 credits)

Management skills, concepts, and information needed to administer a district-wide curriculum; audits and other evaluations as part of the curriculum or program development cycle; duties and responsibilities of curriculum developers from a standpoint of several possible roles and assignments; criteria and basic concepts for an audit, including essential curriculum management components, alignment, quality control, standards, and data sources.

EDCI 513 History of Educational Thought (3 credits)

Writings that have influenced educational theory and practice.

EDCI 519 Foundations of Gifted/Talented Education (3 credits)

This course is designed to develop knowledge of the philosophy, rationale, and historical perspectives of Gifted/Talented education.

EDCI 524 Models of Teaching (3 credits)

Examination of information processing, social interaction, personal, and behavioral models of teaching; emphasis on practical implementation of these models in teaching situations.

EDCI 531 Mathematics Education (3 credits)

Students will examine relevant research and practical knowledge shared by the mathematics education community. Includes the examination of history, theoretical perspectives, student learning, and pedagogy. (Summer Only)

EDCI 535 NBPTS Certification I (1-3 credits, max arranged)

An overview of the National Board for Professional Teaching Standards (NBPTS) certification process and a framework for completion of requirements for National Board certification; gaining an understanding of the purpose of NBPTS certification by reviewing the history of the NBPTS certification process; students examine NBPTS standards and portfolio guidelines for their area of certification and receive guidance and consultation in gathering, organizing, and writing documentation required for the NBPTS portfolio.

EDCI 536 NBPTS Certification II (1-3 credits, max arranged)

Continuation of EDCI 535. Students will complete the requirements for National Board certification, submit a complete portfolio, and prepare to take the assessment center exercises.

Prereqs: EDCI 535

EDCI 543 Learning, Development, and Assessment (3 credits)

General Education: Social and Behavioral Ways of Knowing
Joint-listed with EDCI 301

This course is an exploration of theories of learning and human development and the use of this knowledge to support student success in classroom settings. It provides a practical understanding of motivation as a classroom management tool and develops a fundamental understanding of assessment terminology, the uses of assessment and its relationship to student success. Typically Offered: Fall, Spring and Summer.

EDCI 544 Teaching Culturally Diverse Learners (3 credits)

General Education: American Diversity
Joint-listed with EDCI 302

An examination of cultural and linguistic diversity in classrooms. Explores strategies for creating the culturally inclusive classroom that values diversity and supports student success. Examines the use of instructional planning as a tool for motivation and classroom management. Includes required field experiences. Typically Offered: Fall, Spring and Summer.

EDCI 545 Technology, Teaching and Learning (2 credits)

Joint-listed with EDCI 410

Specific methods, research, and strategies providing proficiency in relevant technology skills and practices to enhance classroom management and instruction.

EDCI 546 Language, Culture, and Power in Education (3 credits)

Examines language use within a broader sociocultural and political context, with a particular focus on the ways that language policies, language ideologies, and power issues permeate school structures and teaching practices. We will study contemporary theoretical and ethnographic approaches to the comparative study of language in its cultural context. We will interrogate “mismatch” hypothesis, which sought to explain schools’ role in social reproduction as a result of incongruence in linguistic and cultural styles, in light of more contemporary studies of language, power, and the intersection of language and social process. Further, in order to understand current educational contexts and theories relevant to teaching linguistically and culturally minoritized students in U. S. public schools, we will look closely at the language resources of racially, socially, and culturally minoritized populations, specifically Latinx, African American, Native American communities in the U. S. Typically Offered: Summer.

EDCI 547 Indigenous Pedagogies (3 credits)

Introduction to Indigenous epistemologies and pedagogies for the preparation of teachers who contribute to the communal, familial and cultural vitality of Indigenous children and their families. Develops understanding of Indigenous ways of knowing and explores how Indigenous ways of knowing can inform, shape, and transform school learning. Relevant research and practitioner examples will form the basis of examining the potential and tensions for Indigenous pedagogies in schooling. The variety of vantage points presented in the readings through which Indigenous pedagogies invites the nuanced exploration of how Indigenous pedagogies are situated, and negotiated in different content areas, places/spaces, and community/school settings. Typically Offered: Summer.

EDCI 548 Introduction to ENL (3 credits)

Joint-listed with EDCI 448

In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students’ educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSl.

EDCI 549 Second Language Teaching Methods (3 credits)

Joint-listed with EDCI 449

In this course, students will learn how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with Second Language Development Standards. Students will learn how to measure the level of Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students, the students’ families, and to colleagues.

EDCI 550 Contexts of Education (3 credits)

General Education: Social and Behavioral Ways of Knowing
Joint-listed with EDCI 201

Introduction to the philosophical, social, cultural, historical, legal and political contexts of schooling. Develops an understanding of the sources of curriculum, standards, and assessments. Explores what it means to become a successful teacher committed to student success through the development of observation and analysis skills. Requires additional 20 hours of service learning. Typically Offered: Fall and Spring.

EDCI 556 Role of a Technology Integration Specialist (1 credit)

This is the required foundational course for those seeking a Technology Integration Specialist Certificate. The course will include the BDA coaching model and application of the International Society for Technology in Education (ISTE) Standards for Coaches, Educators, and Students.

EDCI 557 Create Instructional Videos with Screencasting (1 credit)

Learn how to record your screen and/or web cam with audio narration to create instructional videos to support learners. You will also learn to convert to YouTube so that videos are closed captioned to meet accessibility needs. Screencasts save time for teachers by enabling students to revisit content outside of class as needed and can simplify complex tasks to better support all learners.

EDCI 559 Digital Citizenship (1 credit)

Include tips for promoting and modeling digital citizenship and responsibility. You will explore multiple online resources for teaching digital citizenship skills in the classroom and assess your own digital well-being.

EDCI 561 G Suite Tools in the Classroom (1 credit)

G Suite Tools provide a way for educators to easily share content, enhance learning through collaboration and easy access to content beyond the classroom, and streamline organization. Content includes a close look at Google Docs, Forms, Sheets, and Presentations that covers collaborative uses, Google Drive, tools within each app, etc.

EDCI 563 Literacy Methods for Content Learning (3 credits)

Joint-listed with EDCI 463

Theory of and practical strategies for extending and reinforcing student learning of subject matter through reading and writing. Additional projects/assignments required for graduate credit.

Prereqs or Coreqs: EDCI 302 or MUST 283

EDCI 570 Introduction to Research in Curriculum and Instruction (3 credits)

Explorations of research foundations focused on developing skills in consuming, synthesizing and conduction research from contemporary and diverse perspectives.

EDCI 571 Google Classroom (1 credit)

Many teachers are embracing Google Classroom in an effort to increase productivity, ease sharing of digital work, and move toward a paperless classroom. Content includes everything you need to know about Google Classroom including grading and managing content within Classroom as well as creating announcements, assignments, quizzes, and assessments.

EDCI 572 Measurement and Evaluation (3 credits)

Improvement of testing, examination, and evaluation in schools; practice in making, giving, scoring, and interpreting tests; use of results in counseling.

EDCI 574 Improving the Use of Video in the Classroom (1 credit)

We all use videos as resources for sharing information on important content. This course will focus on tools that can help you to make videos more meaningful to students by embedding questions, using the video to create a lesson plan, etc.

EDCI 576 Interactives and Simulations (1 credit)

The exploration of web-based simulations and interactives across the content areas and for specific content areas to enhance the learning experience and help increase understanding of difficult concepts. This course is especially helpful for STEM teachers.

EDCI 577 Open Educational Resources (OER) (1 credit)

Open educational resources offer a wealth of freely accessible and openly licensed quality resources for educators available in digital and text formats. We will dive into copyright, copyleft, fair use, creative commons, public domain, and the 5 Rs of openness to discover why OER is so important in today's society. You will also explore multiple online sites for finding OER to support your content area(s).

EDCI 578 Tools for Digital Assessment (1 credit)

Explore a variety of tools for assessing students in a more engaging manner inside and outside of class including Google Forms, Kahoot!, Answer Garden, Plickers, Quizlet, and Socrative.

EDCI 579 Tools to Support Collaboration In and Out of the Classroom (1 credit)

We will explore the possibilities of making collaboration more successful with Flipgrid, Padlet, and Zoom. This course includes an overview on successfully integrating each of the tools and ideas for collaborating with other classrooms or industry professionals at a distance.

EDCI 580 Tools to Support Literacy (1 credit)

There are a wide array of digital tools available to support literacy across the curriculum which offer visual aids to content, address grammar concerns, and offer ways to read text with needed support for understanding. Content will include an exploration of tools to support literacy well beyond reading skills with text simplification tools, visual dictionaries, assistive technologies, and extensions.

EDCI 581 Theoretical Foundations of Online Learning (3 credits)

This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.

Prereqs: Senior-status in teacher preparation program with sufficient GPA or Graduate-status in an education-related field

EDCI 582 Online Course Design (3 credits)

This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.

Prereqs: EDCI 581; and Senior status in teacher preparation program with sufficient GPA or Graduate status in an education-related field

EDCI 590 Computer Science Methods (3 credits)

Joint-listed with EDCI 490

This course is designed to provide pedagogical and content knowledge and experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.

EDCI 591 Computer Science Methods Practicum (1 credit)

Joint-listed with EDCI 491

This course is designed to provide pedagogical and content knowledge and practical experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.

EDCI 595 Practicum in Online Learning (3 credits)

This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.

Prereqs: EDCI 582 and Senior status in teacher preparation program with sufficient GPA or Graduate status in an education-related field

EDCI 597 (s) Practicum (1-16 credits)

Credit arranged.

EDCI 598 (s) Internship (1-16 credits)

Currently offered in public school teaching and college teaching. Graded Pass/Fail. Typically Offered: Spring.

Prereqs: Permission

EDCI 599 (s) Non-thesis Master's Research (1-16 credits)

Credit arranged. Research not directly related to a thesis or dissertation.

Prereqs: Permission

EDCI 600 Doctoral Res & Disser (1-45 credits)

Credit arranged

EDCI 601 (s) Seminar (1-16 credits)

Credit arranged

EDCI 602 (s) Directed Study (1-16 credits)

Credit arranged

EDCI 604 (s) Special Topics (1-16 credits)

Credit arranged