

ED-CURRICULUM & INSTRUCTION (EDCI)

EDCI 1110 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 1120 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 and is for Vandal QUEST students. Graded Pass/Fail. Typically Offered: Spring.

Prereqs: EDCI 1110

EDCI 1130 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. This course is for Vandal QUEST students. Graded Pass/Fail. Typically Offered: Fall.

Prereqs: EDCI 1110 and EDCI 1120

EDCI 1140 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 1110, EDCI 1120, and EDCI 1130

EDCI 2000 (s) Seminar (1-16 credits, max 99)

Credit arranged

EDCI 2010 Contexts of Education (3 credits)

General Education: Social and Behavioral Ways of Knowing
Joint-listed with EDCI 5500

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 2030 (s) Workshop (1-16 credits, max 99)

Credit arranged

EDCI 2040 (s) Special Topics (1-16 credits, max 99)

Credit arranged

EDCI 2410 Introduction to the Study of Language (3 credits)

Cross-listed with ANTH 2410, ENGL 2410

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 2980 (s) Internship (1-16 credits, max 99)

Credit arranged

EDCI 2990 (s) Directed Study (1-16 credits, max 99)

Credit arranged. Graded Pass/Fail.

Prereqs: Permission

EDCI 3010 Learning, Development, and Assessment (3 credits)

General Education: Social and Behavioral Ways of Knowing

Joint-listed with EDCI 5430

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 3020 Teaching Culturally Diverse Learners (3 credits)

General Education: American Experience

Joint-listed with EDCI 5440

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 3010 or ECDE 2340; and admission to teacher education program

EDCI 3200 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; and comprehension. Typically Offered: Fall and Spring.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 3220, EDCI 3250, EDCI 4090, and DAN 3600; or Permission

EDCI 3210 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 3220 Teaching Writing/Language Arts (3 credits)

Teaching communication, including listening and speaking, and the teaching and evaluation of writing. Topics include 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, and fluency. Typically Offered: Fall and Spring.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 3200, EDCI 3250, EDCI 4090, and DAN 3600; or Permission

EDCI 3250 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 3020 or Permission

Coreqs: EDCI 3200, EDCI 3220, EDCI 4090, and DAN 3600; or Permission

EDCI 3270 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 3020 and MTHE 2350 and MTHE 2360; or Permission

Coreqs: EDCI 3280, EDCI 3290, and EDCI 4080; or Permission

EDCI 3280 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 3020 or Permission

Coreqs: EDCI 3270, EDCI 3290, and EDCI 4080; or Permission

EDCI 3290 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 3020 or Permission

Coreqs: EDCI 3270, EDCI 3280, and EDCI 4080; or Permission

EDCI 3750 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 3020

EDCI 4000 (s) Seminar (1-16 credits, max 99)

Credit arranged

EDCI 4010 Internship Seminar (1 credit)

General Education: Capstone Experience

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

Coreqs: EDCI 4830, EDCI 4850, CTE 4840, AGED 4600, MUST 4320, or ESHS 4840; or Permission

EDCI 4020 Practicum (1-16 credits, max 99)

Credit arranged

EDCI 4030 (s) Workshop (1-16 credits, max 99)

Credit arranged

EDCI 4040 (s) Special Topics (1-16 credits, max 99)

Credit arranged

EDCI 4050 (s) Professional Development (1-16 credits, max 99)

Joint-listed with EDCI 5050

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 4080 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 3020

Coreqs: EDCI 3270, EDCI 3280, and EDCI 3290

EDCI 4090 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.

Coreqs: EDCI 3200, EDCI 3220, EDCI 3250, and DAN 3600

EDCI 4100 Technology, Teaching and Learning (2 credits)

Joint-listed with EDCI 5450

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

EDCI 4110 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.

Prereqs: MTHE 2360 and admission to Teacher Education; or instructor permission

EDCI 4130 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 4160 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 4180 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 4200 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 4210 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 4220 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 4240 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 4260 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 4310 Secondary English Methods (3 credits)

Specific methods, research, curricula, and media in teaching secondary English methods. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4410

EDCI 4320 Secondary Social Studies Methods (3 credits)

Specific methods, research, curricula, and media in teaching secondary social studies methods. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4420

EDCI 4330 Secondary Science Methods (3 credits)

Specific methods, research, curricula, and media in teaching secondary science methods. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4430

EDCI 4340 Secondary Mathematics Methods (3 credits)

Specific methods, research, curricula, and media in teaching secondary mathematics methods. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4540

EDCI 4360 Secondary Art Methods (3 credits)

Specific methods, research, curricula, and media in teaching Secondary Art Methods. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4460

EDCI 4370 Secondary Foreign Language Methods (3 credits)

Specific methods, research, curricula, and media in teaching secondary foreign language.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4470

EDCI 4410 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. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4310

EDCI 4420 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. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4320

EDCI 4430 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. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4330

EDCI 4450 Young Adult Literature (3 credits)

Cross-listed with ENGL 4450

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. Typically Offered: Varies.

Prereqs: ENGL 1102

EDCI 4460 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. Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4360

EDCI 4470 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 3020 or Permission

Coreqs: EDCI 4490

EDCI 4480 Introduction to English as a Second Language (3 credits)

Joint-listed with EDCI 5480

In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ESL 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. Typically Offered: Fall.

EDCI 4490 Second Language Teaching Methods (3 credits)

Joint-listed with EDCI 5490

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.

Typically Offered: Varies.

EDCI 4540 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.

Typically Offered: Fall.

Prereqs: EDCI 3020 or Permission

Coreqs: EDCI 4340

EDCI 4630 Literacy Methods for Content Learning (3 credits)

Joint-listed with EDCI 5630

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 3020 or MUST 2830

EDCI 4660 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 3200 or EDCI 4630 Typically Offered: Fall and Spring.

EDCI 4830 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 Pass/Fail.

EDCI 4850 (s) Secondary Internship (15 credits)

General Education: Capstone Experience

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

Coreqs: EDCI 4010 and Permission of Department

EDCI 4900 Computer Science Methods (3 credits)

Joint-listed with EDCI 5900

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 4910 Computer Science Methods Practicum (1 credit)

Joint-listed with EDCI 5910

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 4970 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 4980 (s) Internship (1-16 credits, max 99)

Credit arranged

EDCI 4990 (s) Directed Study (1-16 credits, max 99)

Credit arranged

EDCI 5000 Master's Res & Thesis (1-16 credits, max 99)

Credit arranged

EDCI 5010 (s) Seminar (1-16 credits, max 99)

Credit arranged

EDCI 5020 (s) Directed Study (1-16 credits, max 99)

Credit arranged

EDCI 5030 (s) Workshop (1-16 credits, max 99)

Credit arranged

EDCI 5040 (s) Special Topics (1-16 credits, max 99)

Credit arranged

EDCI 5050 (s) Professional Development (1-16 credits, max 99)

Joint-listed with EDCI 4050

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 5090 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. Graded Pass/Fail.

EDCI 5110 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 5130 History of Educational Thought (3 credits)

Writings that have influenced educational theory and practice.

EDCI 5190 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 5240 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 5310 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. Typically Offered: Summer.

EDCI 5350 NBPTS Certification I (1-3 credits, max 99)

Credit 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 5360 NBPTS Certification II (1-3 credits, max 99)

Credit arranged. Continuation of EDCI 5350. Students will complete the requirements for National Board certification, submit a complete portfolio, and prepare to take the assessment center exercises.

Prereqs: EDCI 5350

EDCI 5430 Learning, Development, and Assessment (3 credits)

General Education: Social and Behavioral Ways of Knowing

Joint-listed with EDCI 3010

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 5440 Teaching Culturally Diverse Learners (3 credits)

Joint-listed with EDCI 3020

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 5450 Technology, Teaching and Learning (2 credits)

Joint-listed with EDCI 4100

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

EDCI 5460 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, and Native American communities in the U. S. Typically Offered: Summer.

EDCI 5470 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 5480 Introduction to English as a Second Language (3 credits)

Joint-listed with EDCI 4480

In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ESL 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 CCSSI. Typically Offered: Fall.

EDCI 5490 Second Language Teaching Methods (3 credits)

Joint-listed with EDCI 4490

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. Typically Offered: Varies.

EDCI 5500 Contexts of Education (3 credits)

General Education: Social and Behavioral Ways of Knowing

Joint-listed with EDCI 2010

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 5560 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. Typically Offered: Varies.

EDCI 5570 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. Typically Offered: Varies.

EDCI 5590 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. Typically Offered: Varies.

EDCI 5610 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. Typically Offered: Varies.

EDCI 5630 Literacy Methods for Content Learning (3 credits)

Joint-listed with EDCI 4630

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 3020 or MUST 2830

EDCI 5700 Introduction to Research in Curriculum and Instruction (3 credits)

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

EDCI 5710 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. Typically Offered: Varies.

EDCI 5720 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 5740 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. Typically Offered: Varies.

EDCI 5760 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. Typically Offered: Varies.

EDCI 5770 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). Typically Offered: Varies.

EDCI 5780 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. Typically Offered: Varies.

EDCI 5790 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. Typically Offered: Varies.

EDCI 5800 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. Typically Offered: Varies.

EDCI 5810 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 5820 Instructional Design with Technology (3 credits)

This course is designed to introduce students to the fundamental, theoretical, and operational elements of instructional systems design (ISD), especially in developing instructional modules with technology. In this course, we will examine learning theories and ISD models as well as current trends and issues in relation to the design and development of effective instructional modules. It aims to provide students with both conceptual understanding and hands-on experience in creating, prototyping, and evaluating a course module ranging across PK-12, higher education, corporate training, and lifelong learning. We will incorporate critical perspectives across the instructional design process and practice to enhance the learning accessibility for diverse learners. We will also discuss and compare the ISD models to understand how different approaches shape the development and evaluation of the instructional design process. Typically Offered: Spring.

EDCI 5900 Computer Science Methods (3 credits)

Joint-listed with EDCI 4900

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 5910 Computer Science Methods Practicum (1 credit)

Joint-listed with EDCI 4910

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 5950 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 5820 and senior status in teacher preparation program with sufficient GPA or graduate status in an education-related field

EDCI 5970 (s) Practicum (1-16 credits, max 99)

Credit arranged. Graded Pass/Fail.

Prereqs: Permission

EDCI 5980 (s) Internship (1-16 credits, max 99)

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

Prereqs: Permission

EDCI 5990 (s) Non-thesis Master's Research (1-16 credits, max 99)

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

Prereqs: Permission

EDCI 6000 Doctoral Res & Disser (1-45 credits, max 99)

Credit arranged

EDCI 6010 (s) Seminar (1-16 credits, max 99)

Credit arranged

EDCI 6020 (s) Directed Study (1-16 credits, max 99)

Credit arranged

EDCI 6040 (s) Special Topics (1-16 credits, max 99)

Credit arranged