ED-CURRICULUM & INSTRUCTION (EDCI)

EDCI 200 (s) Seminar
Credit arranged

EDCI 201 Contexts of Education
3 credits
Gen Ed: Social Science
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.

EDCI 203 (s) Workshop
Credit arranged

EDCI 204 (s) Special Topics
Credit arranged

EDCI 241 Introduction to the Study of Language
3 credits
Cross-listed with ANTH 241 and 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.

EDCI 298 (s) Internship
Credit arranged

EDCI 299 (s) Directed Study
Credit arranged
Graded P/F.
Prereq: Permission

EDCI 301 Learning, Development, and Assessment
3 credits
Gen Ed: Social Science
Joint-listed with EDCI 543
Exploration of theories of learning and human development and the use of this knowledge to support student success in classroom settings. Provides a practical understanding of motivation as a classroom management tool. Develops a fundamental understanding of assessment terminology; the uses of assessment and its relationship to student success.

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.
Prereq: EDCI 302 or Permission
Coreq: 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. Facilitating of understanding content, curriculum, methods and assessment in an integrated setting.
Prereq: EDCI 302 or Permission

EDCI 322 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; fluency.
Prereq: EDCI 302 or Permission
Coreq: 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.
Prereq: EDCI 302 or Permission
Coreq: 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.
Prereq: EDCI 302 and MTHE 235 and MTHE 236; or Permission
Coreq: EDCI 328, EDCI 329, EDCI 408 and EDCI 410; 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.
Prereq: EDCI 302 or Permission
Coreq: EDCI 327, EDCI 329, EDCI 408 and EDCI 410; 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.
Prereq: EDCI 302 or Permission
Coreq: EDCI 327, EDCI 328, EDCI 408 and EDCI 410; or Permission

EDCI 400 (s) Seminar
Credit arranged
EDCI 401 Internship Seminar
1 credit

Gen Ed: Senior Experience

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

Coreq: EDCI 483, EDCI 484, EDCI 485, CTE 484, AGED 460, MUST 432, or PEP 484; or Permission

EDCI 402 Practicum
Credit arranged

EDCI 403 (s) Workshop
Credit arranged

EDCI 404 (s) Special Topics
Credit arranged

EDCI 405 (s) Professional Development
Credit arranged

Joint-listed with EDCI 505

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.

Prereq: EDCI 302 or Permission

Coreq: EDCI 320, EDCI 322, EDCI 325, and DAN 360; or EDCI 327, EDCI 328, EDCI 329 and EDCI 410; or Permission

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.

Prereq: EDCI 408 or Permission

Coreq: EDCI 320, EDCI 322, EDCI 325, and DAN 360; or EDCI 327, EDCI 328, EDCI 329, and EDCI 410; or Permission

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. Recommended coreq in Elementary Education Program only EDCI 327, EDCI 328, EDCI 329 and EDCI 408.

Prereq or Coreq: EDCI 302 or Permission

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.

Prereq: 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 425 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 and continue to be 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)
Prereq: EDCI 302 or Permission
Coreq: EDCI 441

EDCI 432 Secondary Social Studies Methods
3 credits
Specific methods, research, curricula, and media in teaching Secondary Social Studies Methods. (Fall only)
Prereq: EDCI 302 or Permission
Coreq: EDCI 442

EDCI 433 Secondary Science Methods
3 credits
Specific methods, research, curricula, and media in teaching Secondary Science Methods. (Fall only)
Prereq: EDCI 302 or Permission
Coreq: EDCI 443

EDCI 441 Secondary English Practicum
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 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)
Prereq: EDCI 302 or Permission
Coreq: 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)
Prereq: EDCI 302 or Permission
Coreq: EDCI 433

EDCI 444 Literature for Adolescents
3 credits
Cross-listed with ENGL 445
Theory and practice of literature study in secondary schools and appraisal of literature appropriate to the needs, interests, and abilities of adolescents.
Prereq: ENGL 102; and enrollment in a program leading to certification in secondary English or Elementary Education (elementary education majors must have completed 6 credits of literature and EDCI 321; students in secondary education programs must have completed 9 credits of literature); or Permission

EDCI 445 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)
Prereq: EDCI 302 or Permission
Coreq: EDCI 436
EDCI 447 Secondary Foreign Language 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. (Fall only)
Prereq: EDCI 302 or Permission
Coreq: EDCI 437

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 CCSSI.

EDCI 449 ENL 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 the English Language Development Standards. Students will learn how to measure the level of English 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 with limited English proficiency, the students’ families, and to colleagues.
Prereq for 449: EDCI 448
Prereq for 549: EDCI 548

EDCI 453 Phonics, Phonological Awareness, Fluency, and Assessment
1 credit
Specific methods, research, and strategies providing competency in phonological awareness, phonics, fluency, and assessments and intervention strategies.
Prereq or Coreq: EDCI 302 or MUST 383; or Permission

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)
Prereq: EDCI 302 or Permission
Coreq: 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.
Prereq or Coreq: EDCI 302 or MUST 383

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

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 484 (s) Elementary Internship II
15 credits
Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings.
Prereq: Permission of division and EDCI 483

EDCI 485 (s) Secondary Internship
15 credits
Gen Ed: Senior Experience
Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings. Graded P/F. Recommended Preparation: integrated course work.
Coreq: 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 498 (s) Internship
Credit arranged

EDCI 499 (s) Directed Study
Credit arranged

EDCI 500 Master's Res & Thesis
Credit arranged

EDCI 501 (s) Seminar
Credit arranged

EDCI 502 (s) Directed Study
Credit arranged

EDCI 503 (s) Workshop
Credit arranged

EDCI 504 (s) Special Topics
Credit arranged

EDCI 505 (s) Professional Development
Credit arranged
Joint-listed with EDCI 405
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 510 Educational Perspectives: Theory, Policies, and Practices
3 credits
Overview of educational issues historically grounded and currently
relevant to policies and practices in school settings; examination of
how beliefs and practices are constructed and challenged from various
philosophical frameworks applied to knowledge bases, administrative
models, and developmental theories of learning.

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 515 Social and Emotional Needs of Gifted/Talented Students
3 credits
This course is designed to examine the social-emotional characteristics
of Gifted/Talented students and to explore the relationship between the
intellect and emotions of this special population.

EDCI 516 (s) College Teaching
1-2 credits, max 2
Techniques for effective teaching at college level.

EDCI 519 Foundations of Gifted/Talented Education
3 credits
This course is designed to develop knowledge of the philosophy,
rational, and historical perspectives of Gifted/Talented education.

EDCI 520 Critical Issues in Education
3 credits
This course helps students understand contemporary policy trends and
research that are helping to shape the American educational landscape
and encourages them to reflect on the meaning of education and
schooling in a diverse society and to examine the moral and ethical
responsibilities of teaching in a democracy.

EDCI 521 Teachers as Leaders
3 credits
Specific methods, research, and strategies providing proficiency
in relevant technology skills and practices to enhance classroom
management and instruction.

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 533 Educational Policy and Strategic Planning
3 credits
This course is designed to introduce students to educational policy, the
intergovernmental system of education in the US and some of the major
issues and challenges confronting US policymakers. This seminar will
increase students’ understanding of the complexities of educational
policy and to assist them in becoming effective leaders and practitioners
who inform, shape, and implement education policy. This course has a
particular focus federal and state policy in education. We will begin by
examining standards-based, market-driven and professionally led models
of reform, looking at their underlying theories of change, implementation
challenges and the critiques leveled against these approaches.

EDCI 534 Schools as Organizations
3 credits
The purpose of this course is to examine the evolution of the “public
school” in American society and culture, and then to examine the global
competitive forces that are reshaping and driving the evolution of schools
in America. We try to understand the role of the school; how schools and
educational systems have changed over time; how comparative systems
of education have defined their schools/school systems; and finally, we
investigate how we can better organize educational systems, schools,
and classrooms to address issues of justice, equity, and humanity.

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.
Prereq: EDCI 535

EDCI 543 Learning, Development and Assessment
3 credits
Joint-listed with EDCI 301
Exploration of theories of learning and human development and the use
of this knowledge to support student success in classroom settings.
Provides a practical understanding of motivation as a classroom
management tool. Develops a fundamental understanding of assessment
termology; the uses of assessment and its relationship to student
success.
EDCI 544 Teaching Culturally Diverse Learners
3 credits
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 practicum in K-12 classrooms.
Prereq: FCS 234 or EDCI 301 or EDCI 543, admission to teacher education program

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.
Prereq: EDCI 302 or EDCI 544 or permission

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 CESSI.

EDCI 549 ENL 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 the English Language Development Standards. Students will learn how to measure the level of English 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 with limited English proficiency, the students' families, and to colleagues.
Prereq: for 449: EDCI 448
Prereq: for 549: EDCI 548

EDCI 550 Contexts of Education
3 credits
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.

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.
Prereq or Coreq: EDCI 302 or MUST 383

EDCI 565 Linguistics, Literacy, and Brain Function
3 credits
Course examines the psycholinguistic processes of literacy acquisition and learning in conjunction with recent physiological brain research.
Prereq: EDCI 320 and EDCI 466; or Permission

EDCI 570 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 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 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.
Prereq: 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.
Prereq: EDCI 581; and Senior status in teacher preparation program with sufficient GPA or Graduate status in an education-related field

EDCI 583 Open Education
3 credits
This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.
Prereq: 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.  
Prereq: EDCI 582 and EDCI 583; and Senior status in teacher preparation program with sufficient GPA or Graduate status in an education-related field.

EDCI 597 (s) Practicum  
Credit arranged  
Graded P/F  
Prereq: Permission

EDCI 598 (s) Internship  
Credit arranged  
Currently offered in public school teaching and college teaching. Graded P/F.  
Prereq: Permission

EDCI 599 (s) Non-thesis Master’s Research  
Credit arranged  
Research not directly related to a thesis or dissertation.  
Prereq: Permission

EDCI 600 Doctoral Res & Disser  
Credit arranged

EDCI 601 (s) Seminar  
Credit arranged

EDCI 602 (s) Directed Study  
Credit arranged

EDCI 604 (s) Special Topics  
Credit arranged