

CURRICULUM & INSTRUCTION (EDCI)

Courses

EDCI 200. Contemporary Issues. 0-6 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Pre/co-requisite: twelve hours in Education and related areas.

EDCI 321. Learning, Design & Technology. 3 Credits.

This course examines the relationship between learning theory and technology integration in K-12 classrooms and integrates backward design in standards-based units of study. Prerequisite: Teaching experience.

EDCI 322. Differentiation & Technology. 3 Credits.

This course enables educators to develop and utilize instructional frameworks based on current research related to differentiating instruction, universal design for learning and assistive technology.

EDCI 323. Inquiry and Technology. 3 Credits.

This course examines how technology can promote a student-centered active learning classroom environment that promotes problem-solving and critical thinking skills. Prerequisite: Prior teaching experience.

EDCI 324. Assessment and Technology. 3 Credits.

Students will cover assessment basics, the role of technology in education, information & knowledge management, and methods for integrating technology into assessment practice.

EDCI 325. Leadership and Technology. 3 Credits.

This course explores leadership and the role of the Integration Specialist and/or teacher leader in the context of educational technology integration planning.

EDCI 331. Society, Stress and the Brain. 3 Credits.

Explores brain development and the learning process under complex social conditions such as poverty, instability, and fear. Students study the effects of stress on learning and consider methods of instruction and interaction that address developmental needs of children and families from diverse contexts.

EDCI 333. Curr Concepts/Planning/Develop. 3 Credits.

Overview of conceptions of curriculum for elementary and secondary education; examination of contemporary curriculum trends, issues; processes for initiating, planning, developing curriculum activities and programs. Prerequisite: Twelve hours of Education or Instructor permission.

EDCI 343. Fndns in Ed for Sustainability. 3 Credits.

Prepares educators to use sustainability as an integrating lens for learning. Provides an introduction to Education for Sustainability (EFS), an approach that links teaching of social, environmental, and economic systems to foster the knowledge, inquiry, and action needed to build a healthy and just future for communities, both locally and globally.

EDCI 344. Mthds in Ed for Sustainability. 3 Credits.

Explores designing for education for sustainability (EFS). Participants should have a foundation in EFS, associated pedagogies, and curriculum or project development strategies. Action-oriented, culminating in a project or curriculum to implement. Pre/Co-requisite: EDCI 343.

EDCI 345. Trnsfrm Ldrshp Edu for Sustain. 3 Credits.

Focuses on developing students' education for sustainability leadership practices and offers tools to transform ourselves and our community. Explores a whole-systems and ecological approach for leading change in complex and emergent times. A core element of this course is the community that will be co-developed through collective work. Prerequisite: EDCI 343. Pre/Co-requisite: EDCI 344.

EDCI 346. Edu for Sustain Inquiry Action. 3 Credits.

Designed to support practitioners advanced in EFS. In collaboration with education experts, systems-thinking and leadership, students will develop a peer network committed to ecological integrity, economic vitality, and social justice. Students will also use inquiry and action research frameworks to investigate a personally meaningful question about their EFS practice. Prerequisite: EDCI 343. Pre/Co-requisites: EDCI 344, EDCI 345.

EDCI 360. Professional Learning in Orgs. 3 Credits.

Examines effective strategies for professional learning. Attends to different learning theories for professional learning and how organizational structures, political dynamics, and change processes can influence how professional learning is received and implemented. Prerequisite: Graduate student standing.

EDCI 380. Professional Problems in Ed. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDCI 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee. Credit as arranged.

EDCI 392. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

EDCI 396. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

EDCI 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Pre/co-requisites: Twelve hours in Education and related areas; endorsement by a sponsoring faculty member.