EDUCATION: CURRICULUM INSTRUCTION (EDCI)

EDCI 502  ADOLESCENT LITERACY: THE CHALLENGES  Credits: 3
Focus of adolescent literacy skills and an examination of the sources of challenges to adolescent literacy will be completed. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

EDCI 503  ISSUES OF ADVOCACY IN EARLY CHILDHOOD EDUCATION  Credits: 3
This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Candidates will become familiar with advocacy for children and families at the local, state, and national levels.

EDCI 504  EARLY CHILDHOOD EDUCATION: A CONSTRUCTIVIST APPROACH  Credits: 3
This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

EDCI 505  PLAY IN EARLY CHILDHOOD EDUCATION  Credits: 3
This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the pre-school and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

EDCI 506  A DEVELOPMENTAL APPROACH TO LANGUAGE ACQUISITION  Credits: 3
Candidates will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

EDCI 507  ACADEMIC LITERACY: READING AND WRITING IN THE DISCIPLINES  Credits: 3
The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

EDCI 508  IMPROVING ADOLESCENT LITERACY: TRANSFORMATIVE INTERVENTION STRATEGIES AND THE USE OF TECHNOLOGY  Credits: 3
The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports, digital text, text-to-speech, spell checkers, word prediction software along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.

EDCI 512  A STUDY OF THE ENVIRONMENT: PAST AND PRESENT  Credits: 3
This course is a study of the environmental history of Earth starting with an examination of the past status of nature, what the earth's past can contribute to an understanding of what may happen in the future, and continuing through to the earth's status today. Common, underlying themes that contribute to a study of the environment will be explored, such as thinking of the earth in terms of systems and interdependence.

EDCI 520  ASSISTIVE TECHNOLOGY AND SPECIALIZED TECHNIQUES FOR STUDENTS WITH DISABILITIES  Credits: 3
Analysis of benefits and barriers of research-based practices and trends, in the use of Assistive Technology and Alternative Augmentative Communication related to students with disabilities is offered. The course examines how these supports influence equity, promote access to grade-appropriate and functional curriculum, assure FAPE and shape policy.

EDCI 522  A COLLABORATIVE APPROACH TO INSTRUCTIONAL MENTORING  Credits: 3
This course explores instructional mentoring techniques in collaboration, modeling, questioning strategies, key instructional strategies, formative assessment and observational strategies. Mentors are prepared to serve their schools and districts by supporting teachers and administrators in the quest of developing highly skilled, confident educators, and influencing the retention rate of beginning teachers entering the educational setting.

EDCI 526  FOUNDATIONAL MATHEMATICS CONCEPTS  Credits: 3
This course presents an overview of the principles set forth by the National Council for Teachers of Mathematics and is designed for teaching all learners: Equity, Curriculum, Teaching, Learning and Assessment. In the study of the historical perspective and the theoretical foundations of mathematical teaching, close attention is given to the connection between theorists and practical application in the classroom. Emphasis is placed on transformational learning based in developmental, constructivist approach.

EDCI 527  THE NATURE OF SCIENCE  Credits: 3
This course focuses on a view of science as a framework for understanding the natural world. Participants learn about the sciences as through a systematic gathering of information using various forms of direct and indirect observation and the testing of this information by building and applying investigation skills. Participants also investigate their biases and prejudices about teaching and learning science and conduct an expansive but sophisticated study of natural laws and theories.
EDCI 528 FOUNDATION CONCEPTS FOR INCLUSIVE TEACHING Credits: 3
This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed. Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

EDCI 531 CURRENT ENVIRONMENTAL ISSUES Credits: 3
This course develops the skills of critical thinking, self-discovery and problem solving, all essential to learning about and evaluating alternative points of view relative to both local and global environmental issues. Candidates learn about and investigate the environment in order to make informed decisions relative to each individual’s role as a responsible steward of the Earth and its natural resources.

EDCI 536 LEARNING AND TEACHING MEASUREMENT AND GEOMETRY Credits: 3
This course will guide teachers in the development of a foundation for the teaching and learning of measurement and geometry through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of measurement and geometry in a meaningful, integrated manner. Emphasis is placed on student and teacher thinking, lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

EDCI 537 PLANNING FOR AN INQUIRY-BASED CLASSROOM Credits: 3
This course emphasizes the need for learners to view themselves as scientists and as such to engage in raising questions, carrying out investigations, communicating methods, proposing explanations and solutions, using observation, and analyzing science practices. The course will address planning for instruction, setting goals, teaching to standards, meeting curricular requirements, and teaching developmentally with a focus on student inquiry and knowledge construction as the basis for teaching and learning.

EDCI 542 CAREER AND TECHNICAL EDUCATION LEADERSHIP Credits: 3
This course is designed to help candidates gain the knowledge and skills needed to be a CTE leader in schools, businesses, and the community. These skills will include preparing students for post-secondary transitions and future careers, strengthening accountability using data driven instruction, leading an effective Professional Learning Community, developing strategies for implementing Common Core State Standards, and moving away from the status quo to attain a new standard of excellence.

EDCI 544 TEACHING ENVIRONMENTAL EDUCATION Credits: 3
This course focuses on the systematic instruction of environmental education, taught through an age-appropriate, coherent sequence. The continued relevance of teaching and learning techniques originated in nature study and outdoor education—nature trails, wilderness education, and outdoor classrooms—are examined through first-hand experiences. In addition, strategies that can be utilized in teaching environmental education across the curricula—including language arts, math, social studies and science—are presented.

EDCI 545 PRINCIPLES OF COLLABORATION AND PARTNERSHIPS Credits: 3
Role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching and procedures essential to the successful inclusion of students with disabilities.

EDCI 546 LEARNING AND TEACHING ALGEBRAIC CONCEPTS, DATA ANALYSIS AND PROBABILITY Credits: 3
This course will guide teachers in the development of a foundation for the learning and teaching of algebraic concepts, data analysis, and probability through transformational learning based on a developmental, constructivist approach. Emphasis is placed on student and teacher processing of algebra, on lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

EDCI 547 TRANSFORMATIVE SCIENCE IN THE DIFFERENTIATED CLASSROOM Credits: 3
The focus of this course is to teach science using transformational teaching and learning strategies that are focused on meeting the needs of all learners through a developmental, constructivist approach. There will be an emphasis on differentiation in all aspects of the learning environment: setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiating teaching strategies, the iterative process and providing personalized anchor activities to solidify learning.

EDCI 548 THE INCLUSIVE CLASSROOM: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS Credits: 3
The effective use of transformational instructional strategies and interventions to address the needs of all students in an inclusive classroom will be studied. Accommodations and modifications appropriate to the regular classroom that provide access to the general education curriculum specific to the categories of disabilities will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs students will be included.

EDCI 549 EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES Credits: 3
Course addresses use of strategies and procedures proven effective in establishing and maintaining a positive, supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal management strategies will be studied. Effective responses to inappropriate and disruptive behavior are identified with an emphasis on academic and social behavior development that results in optimal student motivation and engagement.

EDCI 551 TRANSFORMATIVE LEARNING AND ENVIRONMENTAL EDUCATION Credits: 3
Candidates will gain the knowledge and skills necessary to be informed and transformative leaders in environmental education.
EDCI 556  TRANSFORMATIVE MATHEMATICS IN THE DIFFERENTIATED CLASSROOM  Credits: 3
Course addresses transformational teaching and learning that meets the needs of all learners through a developmental, constructivist approach. Emphasis on setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiated teaching strategies including interactive age-appropriate games and manipulatives, and providing anchor activities to solidify learning. Technology is considered an integral part of teaching and learning math in the differentiated classroom and will include the strategic use of technology resources.

EDCI 557  THE TECHNOLOGY-BASED SCIENCE CLASSROOM  Credits: 3
Course focuses on the use of educational technology to transform science education through enhancing critical thinking and problem-solving skills in children using technology as inquiry-based learning tools in ways similar to those of practicing scientists. The use of Internet images, virtual science labs and field trips, simulations, digital microscopes and digital cameras, multimedia packages, global information systems, science computer databases and computer-based laboratories are examples of the resources studied and applied in this class.

EDCI 558  BUSINESS AND COMMUNITY PARTNERSHIPS  Credits: 3
Course is designed to provide candidates with an opportunity to create and sustain high quality partnerships between schools, businesses and the community by examining exemplary models in the field. Candidates develop skills to identify workforce competencies in established and emerging careers from local industry sectors to incorporate into the CTE curriculum at the high school and community levels, as well as how to construct an articulated dual credit agreement between high school and community college.

EDCI 561  FOUNDATIONS OF STEAM EDUCATION  Credits: 3
Candidates will gain an in-depth understanding of the historical and contemporary practices of integrating the principles and skills of STEAM (STEM plus Arts: Science, Technology, Engineering, Arts, and Mathematics) content into and across the curriculum as they understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, questioning, creating and testing.

EDCI 562  STEAM INTEGRATION IN THE PK-12 CLASSROOM  Credits: 3
The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

EDCI 563  FROM THEORY TO PRACTICE: DEVELOPING A STEAM-ENHANCED CURRICULUM  Credits: 3
Candidates will apply knowledge gained in the area of STEAM education, whereby the implementation and assessment of STEAM principles and skills in both the teaching and learning process will be emphasized. Best practices in STEAM education will be discussed in order to improve student learning in relation to state and national standards.

EDCI 564  STEAM PROGRAM LEADERSHIP  Credits: 3
Candidates will engage in critical dialogue about what it means to begin, develop, and lead STEAM initiatives at the classroom, school, district, state, and/or national levels. Candidates will focus on becoming STEAM program leaders by recognizing their important role as change agents, program administrators, curricular leaders, and advocates for comprehensive STEAM education.

EDCI 567  CONTEMPLATING A MINDSET FOR EDUCATIONAL TECHNOLOGY  Credits: 3
This course is designed to provide candidates with the knowledge and skills necessary to effectively integrate technology into the K–12 classroom. In addition, attention is given to the importance of using technology to meet the needs of modern learners.

EDCI 568  CURRENT AND EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY  Credits: 3
This course will provide candidates with the opportunity to expand on their knowledge of and practice with current and emerging educational technology within the K–12 classroom.

EDCI 569  RESEARCH IN EDUCATIONAL TECHNOLOGY  Credits: 3
This course is designed to prepare candidates to implement and support educators as they select current research-based best practices in educational technology and incorporate those practices into their educational practice.

EDCI 570  PROJECT-BASED LEARNING WITH EDUCATIONAL TECHNOLOGY  Credits: 3
This course is designed to offer candidates the opportunity to demonstrate their ability to develop a real-world educational technology project while integrating their prior knowledge.

EDCI 572  HISTORICAL THINKING  Credits: 3
This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the K–12 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

EDCI 573  THE SOCIAL STUDIES TOOLKIT  Credits: 3
This course addresses the wide range of resources that have become available by the web to augment teaching including how to access community programs like state historic sites and national museums in order to create engaging lessons. Candidates develop a rationale for integrating web-based resources into social studies curriculum while building a usable database of websites and lesson plans.

EDCI 574  GLOBAL CITIZENSHIP: TEACHING FOR AN INTERCONNECTED WORLD  Credits: 3
Candidates will explore the larger dynamics and questions regarding both the history of global inequality and the global society of today. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in K–12 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. Candidates will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.
EDCI 575 PROJECT-BASED LEARNING AND K-12 SOCIAL STUDIES Credits: 3
Candidates will learn how to enliven the Social Studies curriculum and meet the needs of a diverse group of participants. Integrating required benchmarks and standards, and using students’ interests and natural curiosity, learn to create an active learning community and raise academic expectations. Candidates will complete hands-on activities that mirror Pre-K–12 practices. Develop understanding of both Social Studies curriculum integration and Project-Based Learning.

EDCI 589 EMERGENT LITERACY Credits: 3
This course examines the development of literacy skills in young children, ages 0–8. Topics include the reading/writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

EDCI 593 CASE STUDIES IN LAW AND ETHICS Credits: 3
This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

EDCI 603 TRAUMA-SENSITIVE PRACTICES AND RESILIENCE Credits: 3
Course content addresses the definition, and influences of trauma on children – socially, emotionally, physically, and academically. Topics covered will include indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Resilience as a factor in responding to trauma will be explored.

EDCI 604 TRAUMA-SENSITIVE CLASSROOMS Credits: 3
Course addresses using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma and toxic stress, developing trauma-sensitive classroom spaces and behavioral practices, and using trauma-informed approaches to foster student, teacher, and family relationships.

EDCI 605 CREATING A TRAUMA-SENSITIVE SCHOOL Credits: 3
Course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma-sensitive school.

EDCI 606 PROFESSIONAL PRACTICE AND LEADERSHIP IN TRAUMA AND RESILIENCE Credits: 3
Course addresses methods for collaboration with colleagues to implement a trauma-sensitive lens in professional practices and school leadership. Practical application of teacher well-being strategies will be explored. Candidates will analyze an area of interest to improve professional practice with a trauma-sensitive lens.

EDCI 607 COMMUNITY ENGAGEMENT IN EDUCATION Credits: 3
Course explores community engagement in education with an equity lens through an ecological perspective. Candidates will analyze the role of multiple stakeholders in educational settings, explore features and successes of community schools, and critique culturally responsive strategies to increase and sustain community engagement within educational system.

EDCI 608 CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGIES Credits: 3
Course addresses multicultural perspectives on educational practices, identifying effective ways to display cultural competency in the educational setting. Course addresses the role and types of pedagogies that sustain culturally relevant practices, literacies, and traditions in the classroom in support of historically underserved communities. Scholars of Culturally Responsive Teaching pedagogies will be studied and examined through the lens of identity awareness and practice.

EDCI 609 CONFLICT RESOLUTION AND RESTORATIVE JUSTICE Credits: 3
Course identifies practices, tools, and frameworks that support non-violent conflict resolution, including restorative justice practices for PK-12 educators and others working in educational settings. Analysis of different types of conflict as well as best practices for resolution will be conducted. Restorative justice practices to promote peace and justice in schools will be taught.

EDCI 610 LEADING IN PARTNERSHIP WITH COMMUNITY Credits: 3
Course develops strategies for leading with an equity lens, identifies shared leadership models that are effective for diverse stakeholder groups in a community, and introduces participatory action research as one strategy for community engagement. Course is based on the notion of including PK-12 students as community stakeholders, recognizing the importance of a culturally responsive and sustaining perspective in leadership.

EDCI 611 LEADING EARLY CHILDHOOD PROGRAMS Credits: 3
This course introduces candidate to leadership in early childhood education. Emphasis is placed on grace-filled, visionary leadership, creating a positive learning environment, continuous quality program improvement, and mentoring and empowering staff.

EDCI 612 COLLABORATING WITH FAMILIES Credits: 3
The focus of this course is on establishing respectful and reciprocal relationships between families and early childhood programs. With an emphasis on honoring diversity, candidates will develop strategies for collaborating with families in order to support the child’s learning and development.

EDCI 613 MINDFULNESS THEORY AND APPLICATION Credits: 3
Course addresses the concept of mindfulness as an element of school and teacher approaches to trauma and resilience in educational settings. Builds theoretical concepts as well as applications for teachers to use for self-development as well as in classroom management and instruction.