1. **EDCI 552 -- HUMAN DEVELOPMENT AND THE PSYCHOLOGY OF LEARNING (3 cr)**
A course on the psychology of learning, including social, developmental, cultural, and cognitive aspects. We examine constructivist and social constructivist theories of education, and study the role language, symbols, concepts, and cultural systems play in the life of the mind. We study models and strategies for creating effective learning communities and for building school curriculum around the deep semantic structures and foundational perspectives of the disciplines. Also includes an Early Field Experience.

2. **EDCI 553 -- DIVERSITY, SPECIAL NEEDS, AND CLASSROOM DISCIPLINE (3 cr)**
This is a course on the social dimensions of human learning. We examine how teachers work to build a coherent and supportive community of learners responsive to the unique needs and characteristics of all students. Topics include diversity, learning styles, special needs, disabilities, classroom management, positive discipline, working with families, and meeting the requirements of local, state and national requirements while effectively serving the needs of all students.

3. **EDCI 554 -- CURRICULUM DESIGN, PEDAGOGY, AND ASSESSMENT (3 cr)**
This is a course on the pedagogical dimensions of schooling. We cover practical strategies for the design and implementation of curriculum, the design and effective uses of evaluation, alignment of curriculum and assessments with standards, and strategies for meeting the needs of all learners by means of appropriate accommodations, adjustments, and interventions. This course integrates the topics of curriculum design, pedagogy, and assessment.

4. **EDCI 555 -- TECHNOLOGY, INSTRUCTIONAL DESIGN, AND LEARNER SUCCESS**
Instructional Media; Using Electronic Resources; Software for curriculum & Lesson design; using assessment as an instructional tool; techniques for engaging learners in diverse instructional media; Classroom record keeping systems.

5. **EDCI 556 -- THE LEGAL, SOCIAL, AND PRACTICAL BASIS OF SCHOOLING (3 cr)**
This is a course on the history of American educational traditions, institutions, practices, policies, and legal rulings as configured within the framework of democratic institutions. This course informs the judgment of teachers by helping them understand schools as integral with the social, political, ideological, economic, and cultural contexts of the societies they serve. Includes practical information on governance structures, unions, school law, ethics, and the culture of the school as a professional workplace.

6. **EDCI 557 -- BRAIN SCIENCE, EDUCATIONAL RESEARCH, AND TEACHING (3 cr)**
This course examines key theories and concepts on the psychology of learning, from behaviorism through gestalt psychology to current variations of constructivism and cognitive science. Topics include brain imaging, cognitive science, a taxonomy of knowledge types, the power of narrative in learning, and a practical study in establishing curricular coherence through the use of foundational perspectives of the subject matter.

7. **EDCI 558 -- INTERNSHIP: METHODS OF TEACHING**
This course provides a research and classroom based study of general teaching methods and covers topics such as culturally responsive teaching, differentiated instruction, and data-driven decision making. Topics also include strategies to promote student understanding, meeting the needs of ESL students, lesson delivery, motivational techniques for instruction and assessment, and effective work with families and colleagues.

8. **EDCI 559 -- INTERNSHIP: EQUITY, SPECIAL NEEDS, DIVERSITY**
This course focuses on the practical implementation of professional knowledge, skills, and dispositions in the social dimensions of teaching, knowing how to manage a classroom and develop an effective learning community. It provides a research and classroom based study of equity; special education laws, theory and practice; diversity, directing theory into practice; and meeting national, state and local standards.

9. **EDCI 540 -- AMERICAN INDIAN STUDIES FOR EDUCATORS**
This course serves to equip teachers with the skills, knowledge, and dispositions to meet Indian Education for All requirements for the state of Montana, and fulfills similar expectations in surrounding states. Instruction pertains to the history, traditions, customs, values, beliefs, and contemporary affairs of American Indians, particularly tribal groups in the Northern Plains Region.

10. **EDCI 564 -- THE COMPREHENSIVE PORTFOLIO**
This course guides the process of creating the capstone Comprehensive Portfolio in which students summarize all of their learning from the NPTT program and demonstrate how that learning has manifested in the success of the K-12 learners they teach. We study the use of portfolios as a mechanism for authentic assessment of professional practice by various professional organizations. Students engage in self-critique, peer evaluations, and the professional evaluation of your portfolio by faculty and other professional evaluators, and model the habits of self-study, reflection, and critique expected of teachers as life-long learners.

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