



NORTHERN PLAINS TRANSITION TO TEACHING

COURSE DESCRIPTIONS

The core of the program includes eight well designed courses that meet the academic and practical implications of the outcome goals listed above.

1. **EDCI 552** – HUMAN DEVELOPMENT AND THE PSYCHOLOGY OF LEARNING (3 credits)

Human growth and development (physical, cognitive, emotional, moral). Early field experience: (neonatal care center; pre-school; elementary school; middle school; high school; university or adult education center; nursing home or elderly care center). The psychology of learning; theories of skill and knowledge acquisition. Motivation and Discipline; the school as social environment; Montessori's insights.

2. **EDCI 553** – DIVERSITY, SPECIAL NEEDS AND CLASSROOM MANAGEMENT (3 credits)

Theories of Democracy (meritocracy vs. social democracy); Democracy as a sociocultural dynamic; the history of human empowerment and the role of education; Valuing Traditional Cultures; Understanding modern scientific-technological culture; Youth Culture; Deviance; The Civil Rights movement and its legacy; Special needs and the classroom; Management of the Social Environment; Classroom Discipline; The culturally and ethnically diverse classroom (case studies); Are there different learning styles? Are curriculum materials biased?

3. **EDCI 554** – CURRICULUM DESIGN, PEDAGOGY AND ASSESSMENT (3 credits)

This course is designed to meet licensure requirements in the areas of Curriculum Design, Pedagogy, and Assessment. It is designed to equip new teachers with the skills, knowledge, and dispositions to meet the teaching profession's expectations in the area of planning and preparation of daily, weekly, monthly, and yearly curriculum. This course will provide the practical planning content that will then be mirrored in the first internship of the program sequence (EDCI 558).

4. **EDCI 555** – TECHNOLOGY, INSTRUCTIONAL DESIGN AND LEARNER SUCCESS (3 credits)

Practicing NPTT teachers will build knowledge in instructional technology through research and practice to design, implement and evaluate student-focused technology integration projects that enhance student learning. Teachers will integrate concepts from learning

theories, frameworks for “Teaching with Understanding” and project based learning. Online reflections, discussions, synchronous scheduled meetings, and journals of reflection and intent will be utilized to clearly identify models of best practice.

5. **EDCI 556** – THE LEGAL, SOCIAL AND PRACTICAL BASIS OF SCHOOLING (3 credits)

Managing the Classroom Environment; Record-keeping; Legal Issues; Professionalism; Professional Dispositions; The School as a Political and Social Institution; State and Local Educational Authorities; How schools are governed; Teacher Organizations; Inside the Classroom (case studies); Managing multiple, competing influences; Working with Parents; Community Resources; Networking for Professional Development.

6. **EDCI 557** – BRAIN SCIENCE, EDUCATIONAL RESEARCH AND TEACHING (3 credits)

Cultural systems, Academic Disciplines, and School Subjects; What is mathematics and how do we teach it? What is science, natural language, history, literature, art, social studies, health enhancement, technology...and how do we teach these? This course will examine a variety of standard educational theory-and-practice paradigms, considering how each configures our understanding and approach to teaching. Questions of curriculum development, instructional practice, and assessment will be examined. The course will also consider how schools can integrate the curriculum for meaning and comprehension. What brain research says about the structure and processes of schooling will also be considered.

7. **EDCI 558** – INTERNSHIP: METHODS OF TEACHING (3 credits)

This course is designed to meet the licensure and certification requirements in the area of Teaching Methods, both General and Content Specific. It will help equip new teachers with the skills, knowledge, and disposition to meet the teaching profession’s expectation that public school classrooms provide meaningful learning for each student, based upon the student’s prior knowledge and specific learning style(s). This course is designed to be an integral part of the first year teaching process, building upon the information received in EDCI 554, EDCI 553, and EDCI 552. It will require the student to become knowledgeable of a variety of methodologies and to successfully develop lessons using those methodologies. Included in the content area of this course will be assessment, planning, standards, teaching strategies, student motivation, classroom management, and history and philosophy of teaching methods.

8. **EDCI 559** – INTERNSHIP: EQUITY, SPECIAL NEEDS, DIVERSITY (3 credits)

How professional teachers emerge from practice; managing the crises, learning from experience; utilizing available resources; understanding the context of specific practice. The commitment to equity and excellence; assessing current student competencies; students with special needs; understanding diversity; studying your students and their backgrounds. Directing theoretical understanding into practice; the meaning of reflective practice; meeting national, state, and local standards; portfolio preparation and review.

9. **EDCI 540** – AMERICAN INDIAN STUDIES FOR EDUCATORS (3 credits)

To equip teachers with the skills, knowledge, and dispositions to meet Indian Education for All requirements. 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 (3 credits)

This course provides advanced training on the preparation of a professional teaching portfolio for candidates in the NPTT program or final project portfolio in the practitioner stand of the master's degree in Curriculum & Instruction. Based upon the standards and practices established by the National Board of Professional Teaching Standards (NBPTS), the Interstate New Teacher Assistance and Support Consortium (INTASC), and the National Council for Accreditation of Teacher Education (NCATE) these portfolios are designed to provide comprehensive evidence of effectiveness in practice, the habit of reflection, and a command of the knowledge, skills, and dispositions expected of professional educators as developed in the student's graduate program. Portfolios developed in this course may in turn serve as the basis for the student's comprehensive exam.