Curriculum and Instruction (ECI)

ECI 201 Intro to Instructional Technology for Educators (3 credit hours)
Introduction to effective technology integration in teaching practices across the curriculum for pre-service teachers. Exploration of different technology-based tools commonly integrated in instruction, including desktop, Internet/ Web-based, mobile, and cloud applications. Examination of integration challenges using relevant, real-world examples from current teacher practices. Planning for student-centered, project-based lessons that make use of diverse technologies.

Typically offered in Fall and Spring

ECI 204 Intro to Teaching (1-2 credit hours)
For prospective teachers in Middle and Secondary Business and Marketing, English, Foreign Languages, Language Arts, and Social Studies. Emphasis on what it means to be an educator as well as differing aspects and procedures of instruction and analysis of competencies required of teachers. The course has a required fieldwork component in local K-12 school, and students are responsible for their own transportation to and from the schools. students are required to puchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge. This course is restricted to Teacher Education majors.

Prerequisite: Sophomore standing; Corequisite: ED 204
Typically offered in Fall and Spring

ECI 205 Introduction to Teaching Humanities and Social Sciences (3 credit hours)
For prospective teachers in secondary and middle years social studies, English, language arts, and foreign languages. An emphasis on differing aspects and procedures of instruction and analysis of competencies required of teachers. Field work in avariety of education settings including an extended period in one curriculum area.

Prerequisite: Sophomore standing
Typically offered in Fall and Spring

ECI 296/ED 296 Special Topics in Education (1-3 credit hours)
Individual or group study of particular areas of education at the freshman and sophomore levels. Specific topics will vary from semester to semester.

Typically offered in Fall and Spring

ECI 305 Equity and Education (3 credit hours)
This course examines the intersection of diversity, inclusivity, equity, and P-16 education; specifically by considering multiple identity markers such as: gender, sexuality, race, socioeconomic status, ability, and all aspects of culture. This interdisciplinary course uses a sociological lens to examine educational materials, research studies, memoirs, and media to explore the following essential questions: In what ways do students' cultural identities impact their experiences in schools?; How are social inequalities perpetuated by and within the educational system?; What types of individual and systemic practices can help disrupt the marginalization of students in P-16 schools? How can schools celebrate and sustain students' cultural identities?

Prerequisite: ED 204 or AEE 206 or ELM 250 or Junior Status
GEP Interdisciplinary Perspectives
Typically offered in Fall and Spring

ECI 306 Middle Years Reading (3 credit hours)
Reading skills in middle years education developed with emphasis on application of the reading process to content area.

Prerequisite: Six hours in ED or PSY
Typically offered in Spring only

ECI 307 Teaching Writing Across the Curriculum (3 credit hours)
For prospective teachers of all disciplines in middle/high school. Practical strategies for writing as a learning tool and for teaching writing. Lesson plans, assignments, experiences appropriate to content areas. Focus on writing, writing instruction, and technology. Separate sections for Middle Grades (MSL) and English (LTN) majors.

Prerequisite: ENG 101
Typically offered in Fall and Spring

ECI 309 Teaching in the Middle Years (3 credit hours)
Nature and purposes of middle grades education. Early adolescent development, curriculum, teaching/learning methods, school organization, and characteristics of effective middle years teachers. Includes field experience.

Prerequisite: Six hours in ED or PSY
Typically offered in Fall and Spring

ECI 332 Health Promotion and Disease Prevention (3 credit hours)
Emphasis on education of the public regarding general health concerns including cancer, cardiovascular disease, accident prevention, nutrition, drugs, alcohol, mental health, sexuality, and environmental hazards.

Prerequisite: For credentialed health professionals only
Typically offered in Spring only
This course is offered alternate years

ECI 333 Health Care Delivery (3 credit hours)
The historical basis of health care delivery in the U. S. with emphasis on hospitals, health maintenance organizations, ambulatory care centers, ambulatory surgery, nursing homes, and private care practice. Philosophical issues of funding health care, promoting health care, and the training of health care workers.

ECI 335 Planning Classroom and Clinical Curricula (3 credit hours)
Procedures for planning health occupations curricula for classroom and clinical settings. Practice in writing, updating, and refining health curriculum with emphasis on selection and sequencing. Comparison of styles of writing curricula. Roles and responsibilities of healthy curriculum planner.

Prerequisite: For Certification Majors: EOE 101, 205 ; For Non-Certification Majors: EOE 101. For credentialed health professionals

ECI 336 Strategies for Teaching a Health Occupations Course (3 credit hours)
Planning and implementation of effective instructional strategies for clinical and classroom settings. The nature of the teaching/learning process, psychological and philosophical aspects of teacher choice of various strategies.

Prerequisite: For credentialed health professionals
Typically offered in Spring only

ECI 386 Artificial Intelligence in Education (3 credit hours)
Foundational concepts of artificial intelligence and the practical side of leveraging artificial intelligence (AI) in education, focusing on prompt engineering for pre-service teachers. Exploration of the full cycle of instructional design, training, and education through the lens of AI. Discussion about the ethics and policy of AI in education will be done. Examination of real-world examples from contemporary teaching practices of AI in Ed.

Restriction: Junior or Senior Standing
Typically offered in Fall and Spring

ECI 405 Teaching Literature for Adolescents (3 credit hours)
Explores the history, types, and characteristics of young adult literature (YAL), along with best practices in teaching it. Careful consideration is given to defining both who adolescents are and what young adult literature is. Emphasizes reading and analyzing YAL by exploring the themes, literary elements, and rationale for teaching literature for adolescents. Addresses ways in which YAL can be integrated and implemented effectively in an English Language Arts curriculum.

Prerequisite: Junior standing.
Typically offered in Fall only

ECI 414 Human Relations and Discipline in the Classroom (3 credit hours)
Designed to help prospective teachers foster positive interpersonal relationships in classrooms, build a sense of community and create a purposive environment for learning. Investigates issues such as group building, active listening, and major approaches to discipline. Uses case studies and problem solving methods.

Prerequisite: PSY 304 or EDP 304 and 6 hours of education
This course is offered alternate years

ECI 416 Teaching Students with Disabilities in Inclusive Classrooms (3 credit hours)
This course is designed to prepare preservice educators to teach students with disabilities. Specific methodologies that relate to the theory and practice of teaching students with disabilities in inclusive classrooms will be examined. When fieldwork in schools and related settings is required to supplement the instruction, students are responsible for transportation to and from the approved/assigned settings.

Prerequisite: Six hours in ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 423/WL 423 Methods for Teaching World Languages K-12 (5 credit hours)
Methodology and pedagogy of teaching World Languages grades K-12 with an emphasis on lesson and unit planning, second language acquisition, diversity, national and state standards, materials, assessment, proficiency oriented teaching, and demonstrations/practice teaching in micro-lessons. This course provides opportunities for prospective World Language teachers to integrate knowledge of their language with effective materials, strategies, and methods of instruction to prepare students for K-12 World Language teaching. The course has a required fieldwork component in local K-12 schools, and students are responsible for their own transportation to and from the schools.

Restriction: Open to WLC Education majors or by permission
Typically offered in Fall only

ECI 426/WL 426 Student Teaching in Modern World Languages (12 credit hours)
Teaching experience for prospective teachers of World Languages in a selected elementary, middle or high school under the supervision of a cooperating teacher and a university faculty supervisor. Additional school observations and on campus seminars are a part of this course. The course has a required fieldwork component in local K-12 schools, and students are responsible for their own transportation to and from the schools. Students are covered under the General Statute affording liability protection.

Prerequisite: Admission to Professional semester, WL/ECI 423
Typically offered in Spring only

ECI 427 Multilingual Teaching and Learning Methods (3 credit hours)
This course prepares K-12 educators in the leading-edge pedagogies necessary to work with multilingual learner (ML) students in the current educational context. The course is centered on practices that build languages and (bi)literacy skills for MLs, including research-driven pedagogies for ML students, WIDA framework for ML students, translanguaging practices, and biliteracy development. This course will also explore current curriculums and dual language curriculums that advance multilingualism for students, as well as how curriculums used in K-12 classrooms (language and content areas) can be made accessible for ML students.

Typically offered in Fall, Spring, and Summer

ECI 430 Methods and Materials for Teaching Language Arts in the Middle Grades (4 credit hours)
Inquiry, activity-oriented course provides opportunities for prospective language arts middle school teachers to integrate knowledge of English with effective materials, strategies, methods of instruction. Students observe middle school classes, plan lessons, and units, practice varied classroom strategies, technologies in micro-lessons. Prepared students for teaching language arts with other content areas in middle schools.

Prerequisite: ECI 205,ELP 344,PSY 304 or EDP 304,ECI 309, ECI 306, ECI 307, Senior standing, candidacy in Middle Grades Teacher Education, Corequisite: ECI 435
Typically offered in Fall only

ECI 435 Methods and Materials for Teaching Social Studies in the Middle Grades (4 credit hours)
For preservice middle school social studies teachers. Focus on: teaching and evaluation skills, adaptation of instruction to individual learner differences, identification and creation of instructional materials appropriate for use in social studies teaching.

Prerequisite: Admission to professional semester
Typically offered in Fall only

ECI 436 Introduction to Multilingual Education (3 credit hours)
This course focuses on the sociopolitical and historical contexts of education for Multilingual students. Beginning with patterns of human migration and recent demographic shifts nationally, internationally, and in North Carolina, we review how and why multiple languages are used in school and classroom settings. We examine types of educational programs, including various types of bilingual education (dual language immersion [one way-, two way-], developmental, transitional) and the policies and practices that improve learning and well-being for multilingual students.

Typically offered in Fall and Spring

ECI 438 Medical Law and Ethics (3 credit hours)
Ethical and legal issues involved in delivering health care, such as euthanasia, reproductive technology, organ transplants, patients' rights, and confidentiality. Classical ethical theories and principles. Systematic review procedures and currentmedical law used to examine current case dilemmas in the health professions.

Typically offered in Fall only

ECI 442 Field Experience in Business and Marketing Education (3 credit hours)
Supervised off-campus work experience in an approved business and marketing content related job. The work experience relates on-the-job experiences to the technical competencies taught in the North Carolina Standard Course of Study for business and marketing education. Students are responsible for their own transportation to and from the schools. Students are required to purchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge. This course is restricted to Teacher Education majors.

Prerequisite: Junior standing
Typically offered in Fall and Summer

ECI 444 Administration of Business and Marketing Education (3 credit hours)
Development of successful business and information technology, and marketing education programs. Program promotion, managing cooperative education experiences, managing DECA and FBLA chapters, and determining professional development strategies. Primary roles of the business and information technology and marketing education teachers' classroom instruction. Program management, classroom management, management of career-technical student organizations, cooperative education, and program development.

Prerequisite: ED 204 and ECI 204 and MKE Business and Marketing Education Major
Typically offered in Fall only

ECI 445 New Literacies, Emerging Technologies, and Electronic Portfolios (2 credit hours)
Inquiry, activity-oriented course designed to engage students in theory and practice related to 21st century skills, new literacies, and emerging technologies, as well as focused support for developing the culminating electronic portfolio. Course provides opportunity for pre-service, English Language Arts/ Social Studies middle School teachers to integrate knowledge of English and Social Studies with emerging technologies and digital literacy applications.

Prerequisite: Senior Standing; Corequisite: ECI 430 and ECI 435
Typically offered in Fall only

ECI 446 Curriculum and Methods of Teaching Business and Marketing Education (4 credit hours)
Study of the curriculum common to business and information technology and marketing education and the research behind its development. Methods common to instructional planning, implementation, and evaluation of effective business and information technology and marketing education programs are topics included in this course. Twenty hours of field work are required. Student are expected to provide their own transportation to and from assigned public schools. Students are required to purchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details in acquiring the insurance and the current charge. MKE students only.

Prerequisite: Admission to Teacher Education Candidacy ; MKE Business and Marketing Education Majors
Typically offered in Fall only

ECI 447 Student Teaching in Business and Marketing Education (9 credit hours)
Fifteen weeks full-time student teaching business and marketing subjects in the public schools under the supervision of a cooperating teacher and university supervisor. Students will develop skills in instruction, evaluation, advisement, administration, and observation. Students are expected to provide their own transportation to and from assigned public schools. Students are required to purchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge. MKE students only.

Prerequisite: Admission to Professional Semester ; MKE Business and Marketing Education Majors, Corequisite: ECI 494
Typically offered in Spring only

ECI 448/ECI 548 E-Business Applications in Business and Marketing Education (3 credit hours)
Emphasis on design and construction of advanced web pages, business and marketing applications of electronic commerce, as well as economic, social, legal, and ethical issues that are related to conducting business in a virtual environment. Content prepares students to apply principles to the business and marketing education curriculum in the public schools. Credit for both ECI 448 and ECI 548 is not allowed.

Typically offered in Fall only

ECI 449 MSL Senior Student Teaching Seminar (2 credit hours)
ECI 449 is the senior seminar held in conjunction with MSL Student Teaching Internship experiences, ECI 454 and ECI 464, which provide the prospective teacher with experience in the techniques and skills involved in teaching middle grades English Language Arts and/or Social Studies, including 16 weeks in a selected off-campus placement. Student teachers become familiar with the total school program and participate in selected school and community activities while meeting internship and program requirements. The seminar provides an opportunity for students to process and analyze the internship experience with the support of their cohort, university supervisor, instructor, and local school personnel with expertise in middle grades teaching and related topics.

C: Seminar is for MSL senior student teachers enrolled in ECI 454 and ECI 464.
Typically offered in Spring only

ECI 450 Methods and Materials in Teaching English (4 credit hours)
Methods and materials of teaching English in grades 9-12, with an emphasis on lesson planning and demonstrations/practice in teaching literature, study skills, speaking, listening, and writing. Taught during the first seven weeks of the semester.

Prerequisite: ECI 204, ELP 344, PSY 304 or EDP 304; Senior standing and admission to Teacher Education candidacy with a Major in English
Typically offered in Spring only

ECI 451 Teaching Reading Across Disciplines (3 credit hours)
Facilitates study of methods and materials for teaching literacy across disciplines. Develops instructional strategies in the use of print and digital texts and media to support disciplinary learning.

Prerequisite: Six hours in ED or PSY
Typically offered in Fall and Spring

ECI 454 Student Teaching in English/Language Arts (1-12 credit hours)
Provides the prospective teacher with experience in the techniques and skills involved in teaching English in secondary schools or Language Arts in middle schools in a selected off-campus station. Student interns become familiar with the total school program, eventually carrying a full teaching load, and participate in relevant school and community activities. Students are required to provide their own transportation. TED and MSL majors only.

Prerequisite: For TED & MSL students: Admission to Student Teaching Professional Semester; Also for MSL students: ECI 430, ECI 416; Co-requisite: TED students: ECI 450; MSL students: ECI 464 and ECI 449
Typically offered in Spring only

ECI 460 Methods and Materials in Teaching Secondary Social Studies (4 credit hours)
Teaching techniques, innovations, and development of teaching and evaluation skills in the area of secondary school social studies. Adaptation of instruction to individual learner differences, and selection and design of instructional materials. Taught during the first six weeks of the semester. Taught during the first six weeks of the semester.

Prerequisite: ECI 205, ELP 344, Sr. standing and admission to professional semester with a major in either history, sociology, political science
Typically offered in Fall only

ECI 464 Student Teaching in Social Studies (5 credit hours)
Skills and techniques in teaching social studies in secondary and middle schools. Each student spends sixteen weeks in a selected off-campus center. The student demonstrates competencies essential for teaching social studies, becomes familiar with the total school program, and participates in a variety of school and community activities.

Prerequisite: Admission to professional semester, Corequisite: For LTH, LTP, LTS students: ECI 460. For MSL students: ECI 454, ECI 449
Typically offered in Spring only

ECI 471 Educational Implications of Learning and Developmental Theory (3 credit hours)
Topics related to human psychological development. Cognitive, social, physical changes, and their interaction among adolescence. Departmental Approval Required.

Prerequisite: NC TEACH Participants
Typically offered in Spring and Summer

ECI 472 Interaction of Classroom Management and Instruction (3 credit hours)
Topics related to teaching in the content area and classroom management. Lesson planning, principles applied to education, measurement and evaluation procedures, behavior therapy, and student motivation. Departmental Approval Required.

Prerequisite: ECI 471 ; NC TEACH Participants
Typically offered in Spring and Summer

ECI 473 Subject Specific Methods (3 credit hours)
Topics related to cultural factors and how they affect teachers and students in the classroom. Instructional techniques and the development of instructional plans that enhance schooling experiences of culturally diverse students. Departmental Approval Required.

Prerequisite: ECI 472 ; NC TEACH Participants, Corequisite: ECI 474
Typically offered in Fall only

ECI 474 Curriculum and Instruction Practices 1 (3 credit hours)
Topics related to essential skills and concepts needed by beginning teachers. The class focuses on questioning, test preparation, discussion skills, familiarity with national standards, multiple teaching strategies, and assessment + evaluation of students. Departmental Approval Required.

Prerequisite: ECI 472 ; NC TEACH participants, Corequisite: ECI 473
Typically offered in Fall only

ECI 475 Peer Mentoring in Alternative Licensure (3 credit hours)
Topics related to observing and evaluating fellow teachers in relation to the national state teaching competencies. Classroom observations, videotaping, and group evaluations that are shared and discussed with fellow teachers. Departmental Approval Required.

Prerequisite: ECI 474 ; NC TEACH Participants, Corequisite: ECI 476
Typically offered in Spring only

ECI 476 Curriculum and Instruction Practices 2 (3 credit hours)
Topics related to inquiry, activity based instruction, and constructivist principles. Analysis of principles, strategies and application of new teaching approaches. Departmental Approval Required.

Prerequisite: ECE 474 ; NC TEACH Participants, Corequisite: ECI 475
Typically offered in Spring only

ECI 494 Senior Seminar in Business and Marketing Education (3 credit hours)
Discussion and analysis of problems, trends, and issues experienced while student teaching in the public schools.

Prerequisite: Admission to Professional Semester ; MKE Business and Marketing Education Majors, Corequisite: ECI 447
Typically offered in Spring only

ECI 496/ED 496 Special Topics in Education (1-3 credit hours)
Individual or group study of special topics in professional education. The topic and mode of study are determined by the faculty member after discussion with the student.

Prerequisite: Junior standing or Senior standing
Typically offered in Fall, Spring, and Summer

ECI 500 Theory and Practice In Teaching Diverse Populations (3 credit hours)
Analysis of literature and research in related to impact of cultural factors on teaching and learning in contemporary schools. Exploration of teaching techniques and curricular directions designed to improve school experiences for diverse populations in K-12 settings.

Prerequisite: Graduate standing
Typically offered in Spring only

ECI 501 Foundations of Curriculum (3 credit hours)
Origin, development, and current status of elementary and secondary school curriculum and an evaluation of trends and issues likely to influence the curriculum in the future.

Prerequisite: 12 sem. hrs. graduate ED and PSY
Typically offered in Summer only

ECI 502 Technology Program Evaluation (3 credit hours)
This course is about evaluation of instructional technology programs, which is the systematic process of collecting and analyzing data in order to determine whether and to what degree program goals have been or are being achieved.

Prerequisite: Graduate Standing
Typically offered in Fall and Spring

ECI 503 Media, Technology, and Open Learning (3 credit hours)
This course covers how different forms of media are used, produced, and disseminated for instruction as well as how technologies can help and hinder the learning process. The course explores how media, text, and technology intersect and benefit students who anticipate authoring or sharing instructional media and texts as well as how materials are authored and managed in an instructional context. Course activities focus on issues related to the open learning movement (e.g., open courseware, open software, open educational resources) and the ways in which technology is used to make instructional media and texts available to a wide audience. The course includes a focus on technologies used to create and share media/texts and concerns related to copyright, authorship, and sharing.

Typically offered in Spring and Summer
This course is offered alternate odd years

ECI 504 Digital Accessibility for Learning, Design and Technology (3 credit hours)
This course provides an introduction to digital accessibility as it relates to learning, design, and technology use. Students will learn the fundamentals of digital accessibility, identify common barriers to access, practice fixing accessibility issues, and explore the legal and cultural aspects of disability.

Prerequisite: Graduate Standing
Typically offered in Fall, Spring, and Summer

ECI 505/WL 505 Issues and Trends in Foreign Language Education: Theory & Practice (3 credit hours)
An exploration of theory and practice issues related to foreign language teaching. Inquiry into proficiency-oriented instruction, innovative methodological approaches, the National Standards and learning scenarios, integrating culture, options for testing and assessment, content-based instruction, the role of grammar in second language acquisition, teaching foreign language students with learning disabilities, and Foreign Language in the Elementary School (FLES) in North Carolina. Students will examine case studies related to these topics and engage in a classroom action research project.

Prerequisite: Graduate standing
Typically offered in Fall and Summer
This course is offered alternate odd years

ECI 507 Social Justice Education (3 credit hours)
Introduction to principles of social justice education and their centrality in progressive policies and pedagogies that lead to equity in all teaching contexts. Students will develop strategies for successfully incorporating a social justice education framework in scholarship and professional practice.

Prerequisite: ECI 500
Typically offered in Fall only

ECI 508 Teachers as Leaders (3 credit hours)
Examines teacher leadership research, theory, and practice. Prepares teachers to assume leadership roles in classrooms, schools, school systems, and the larger educational community. Independent research projects required.

Prerequisite: Graduate standing
Typically offered in Spring only

ECI 509 Special Problems in Curriculum and Instruction (1-6 credit hours)
In-depth study of topical problems in curriculum and instruction selected from areas of current concern to practitioners in education.

Prerequisite: Six hours of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 510 Research Applications In Curriculum and Instruction (3 credit hours)
Focus on current issues and research methods used in the areas of curriculum development and supervision, instructional technology, English education, middle grades education, reading education, social studies education and special education.

Prerequisite: ST 507, Doctoral student, C and I Major
Typically offered in Spring and Summer

ECI 511 Introduction to Learning Design and Technology (3 credit hours)
Introduction to the Learning, Design, and Technology master's program at North Carolina State University and to the field of instructional design and educational technology, with an investigation of relevant careers, important theories and models guiding practice, and noteworthy research findings by area.

Restriction: Graduate Standing
Typically offered in Fall and Summer

ECI 512 Emerging Technologies for Teaching and Learning (3 credit hours)
Examination of emerging technologies as applied in educational settings with a focus on related research, case studies, theoretical underpinnings, and strategies for effective integration.

Typically offered in Summer only

ECI 513 Video for Teaching and Learning (3 credit hours)
This course will explore the creation, development, distribution, and application of video as an instructional modality in various settings. It will cover the theoretical, technical, and practical aspects of creating effective educational videos, which includes the planning, production, editing, and distribution of video content for different audiences and learning goals. Students will learn about different video formats and styles and the tools and techniques used to create them. Additionally, students will learn how to take an instructional design based approach to planning, creating, and distributing videos with a focus on the impact and effectiveness of video content and how it integrates into different teaching and learning contexts.

Prerequisite: Graduate standing
Typically offered in Fall, Spring, and Summer

ECI 514 Developing and Delivering Online Instruction (3 credit hours)
Examination of learning theories and research-based principles to design and apply appropriate digital tools to create maximally effective educational products.

Prerequisite: Graduate Standing
Typically offered in Spring only

ECI 515 Cultural Investigations and Technical Representations in Education (3 credit hours)
Examination of contemporary approaches that educators can use to help their students construct cultural understanding in education settings through investigations and technical representations of culture with emerging tools (e.g., mapped cultural tours, AR/VR heritage exhibition, documentary, social media, games, fabrication, data analytics and visualization).

Typically offered in Fall only

ECI 516 Design and Evaluation Of Instructional Systems (3 credit hours)
This course is an overview of the systematic approach to instructional design and includes principles and procedures for developing total instructional systems and materials. In the course, students learn about systems theory applied to instructional development, the contexts in which this approach is applied, and the roles of instructional systems professionals in the instructional design and performance improvement processes.

Prerequisite: Graduate standing
Typically offered in Fall and Spring

ECI 517 Theoretical Foundations of Advanced Learning Environments (3 credit hours)
Examination and application of behavioral, cognitive, and constructivist theoretical frameworks underlying the design and development of advanced technology-enhanced learning environments.

Typically offered in Fall only
This course is offered alternate odd years

ECI 518 Digital Learning Program and Staff Development (3 credit hours)
Study and application of principles related to digital learning program planning, facilities and resource management, and staff development in K-12 settings.

Prerequisite: ECI 511, ECI 514, ECI 515, ECI 642
Typically offered in Fall only
This course is offered alternate even years

ECI 519 Special Problems in Learning Design and Technology (3 credit hours)
In-depth study of topical problems in Learning Design and Technology selected from areas of current concern to practitioners in education.

Typically offered in Fall, Spring, and Summer

ECI 520 The Teaching Of Composition (3 credit hours)
For classroom teachers. Practical field-tested ideas to help students improve as writers by focusing on composition as a process as well as a product. Activities for teaching prewriting, drafting, revising, proofreading, grammar and evaluating with suggestions for individual and group learning. Writing in content areas and composition research/ theory. To take this course in sum. as part of Capital Area Writing Project, student must apply and be selected

Prerequisite: 9 hrs. of ED, PSY and/or ENG;
Typically offered in Spring only

ECI 521 Teaching Literature For Young Adults (3 credit hours)
Designed to acquaint in-service and pre-service teachers with breadth and diversity of contemporary literature for adolescents, with emphasis on teaching young adult literature. Addresses history and themes of young adult literature, readability of materials, reading preferences, literary merit, skills that can be taught through literature, censorship, motivating students to read and organizing literature units.

Prerequisite: Senior standing or Graduate standing or PBS status
Typically offered in Fall only

ECI 522 Trends and Issues in English Language Arts Education (3 credit hours)
Consideration of past, current, and future trends and issues in English Language arts instruction, standards, and methodologies. Examination of research, theory, and practice in concert with trends, issues, and questions. Independent research projects required.

Prerequisite: Graduate standing

ECI 523 Teacher as Researcher (3 credit hours)
This course is designed to introduce the methods and skills required for designing, conducting, interpreting, and applying action research - the systematic inquiry into curriculum, instruction, teaching, and learning. This course will focus on reflective inquiry and practical applications.

Prerequisite: Graduate standing
Typically offered in Summer only

ECI 524 Theory and Research in Global Learning (3 credit hours)
An examination of theoretical frameworks for global learning and comparative studies of various national approaches to K-12 education. This course provides students with multiple lenses through which to consider how we teach and learn given the demands and opportunities present in our interconnected world.

Typically offered in Spring only

ECI 525 Contemporary Approaches In the Teaching Of Social Studies (3 credit hours)
Analysis of principles, strategies and application of new teaching approaches. Structured projects and practical experiences.

Prerequisite: Advanced Undergraduate standing or Graduate standing
Typically offered in Fall only

ECI 526 Theory and Research On Teaching and Learning Social Studies (3 credit hours)
A critical analysis of the literature relating to the teaching and learning of social studies and the drawing of implications for instructional practices.

Prerequisite: ECI 530 or ECI 525
Typically offered in Summer only
This course is offered alternate years

ECI 527 Multilingual Teaching and Learning Methods (3 credit hours)
This graduate level course prepares K-12 educators in the leading-edge pedagogies necessary to work with multilingual (ML) students in the current educational context. The course is centered on practices that build languages and (bi)literacy skills for MLs, including equity pedagogies for ML students, WIDA framework for ML students, trans language practices, and biliteracy development for MLs. This course will also explore current curriculums and dual language curriculums that advance multilingualism for students, as well as curriculums used in K-12 classrooms (language and content areas) made accessible for ML students, through the use of native language materials and methods that supplement traditional teaching practices.

Prerequisite: Graduate Standing
Typically offered in Fall and Spring

ECI 528 Strategies for Teaching English in Secondary Schools (3 credit hours)
Methods and materials of teaching English in grades 9-12, with and emphasis on lesson planning and demonstrations/practice in teaching literature, study skills, speaking, listening, media literacy, and writing. Some classes and assignments will be completed in a field setting.

Typically offered in Fall only

ECI 530 Social Studies In the Elementary School (3 credit hours)
Advanced professional training in teaching of social studies for middle grades and elementary teachers, including in-depth introduction to research-based teaching strategies, instructional resources and literature of the field.

Prerequisite: Six hrs. in ECI

ECI 531 Advanced Writing in Education (3 credit hours)
Appropriate for any specialty area in Education. Focus on writing required in graduate courses, research reviews for educational reports and National Board Certification, writing for educational journals, theses, and dissertations. Opportunities to gain knowledge, tools, and strategies to meet the academic community's standards. Strategies to develop and/or enhance form, style, content, quality of academic writing, and on researching, composing, revising, and editing. Students will compose,self-evaluate and give feedback on the work of their peers. Graduate status.

ECI 532 Assessments for Multilingual Learners (3 credit hours)
This graduate level course prepares K-12 educators in the leading-edge assessment practices necessary to work with multilingual (ML) students in the current educational context. The course is centered on language assessments for formative and summative purposes related to language and (bi)literacy skills for MLs, valid and reliable assessments for MLs, and use of the WIDA screeners.

Typically offered in Fall and Spring

ECI 535 Methods and Materials for Teaching Social Studies in the Middle Grades (3 credit hours)
For preservice middle school social studies teachers. Focus on: teaching and evaluation skills, adaptation of instruction to individual learner differences, identification and creation of instructional materials appropriate for use in social studies teaching. Cannot earn credit for ECI 435 and ECI 535.

Typically offered in Fall only

ECI 536 Introduction to Multilingual Education (3 credit hours)
This course focuses on the sociopolitical and historical contexts of education for ML students. Beginning with patterns of human migration and recent demographic shifts nationally, internationally, and in North Carolina, we review how and why multiple languages are used in school and classroom settings. We examine types of educational programs, including various types of bilingual education (dual language immersion [one way-, two way-], developmental, transitional) and the policies and practices that improve learning and well-being for multilingual students.

Prerequisite: Graduate Standing
Typically offered in Fall and Spring

ECI 537/ELM 537 Teaching Children's Literature (3 credit hours)
Instructions for educators in quality children's literature, specific needs of young reader, genres of children's literature, strategies for instructing children's literature, ways to target reader's interests, and design of literature units.

Typically offered in Summer only

ECI 540 Reading In the Elementary School (3 credit hours)
Theoretical foundations of reading instruction and current methods and materials for teaching reading, with emphasis on planning and implementing reading programs for children in kindergarten through grade six.

Prerequisite: Six hrs. ED or PSY
Typically offered in Fall only

ECI 541 Reading In the Content Areas (3 credit hours)
Methods in instruction for applying reading to content areas, with emphasis on means of improving comprehension, vocabulary and learning strategies in subject matter classrooms.

Prerequisite: Six hours in ED or PSY
Typically offered in Spring and Summer

ECI 543 Literacy Assessment and Intensified Instruction I (3 credit hours)
Designed for students to expand their knowledge and skills in diagnostic assessment and instruction in alphabetics and word study needed for K-12 Reading Specialist licensure. Topics include assessment and instruction in word recognition, word analysis, spelling, and early reading skills such as phonological awareness, alphabet knowledge, and concepts of print. Emphasis is placed on critical examination of reading intervention practices in these areas and implementation of innovative research-informed approaches for supporting diverse learners when they have difficulties with literacy in school.

Prerequisite: ECI 540 or ECI 541
Typically offered in Spring only

ECI 544 Literacy Assessment and Intensified Instruction II (3 credit hours)
Designed for students to expand their knowledge and skills in diagnostic assessment and instruction in language, comprehension, and inquiry needed for K-12 Reading Specialist licensure. Topics include assessment and instruction in fluency and print processing, comprehension, vocabulary/language, and text-based inquiry. Emphasis is placed on critical examination of reading intervention practices in these areas and implementation of innovative research-informed approaches for supporting diverse learners when they have difficulties with literacy in school.

Prerequisite: ECI 543
Typically offered in Fall only

ECI 545 Theory and Research in Literacy (3 credit hours)
Advanced study of theoretical models of reading, research issues in reading and in other language processes. In-depth theoretical models of reading. Emphasis on critical examination and analysis of research investigating reading acquisition, maturereading behavior and related language processes.

Prerequisite: ECI 540
Typically offered in Spring only
This course is offered alternate even years

ECI 546 New Literacies & Media (3 credit hours)
Critical analysis of new literacies that are prompted by emerging technologies and participatory media in K-12. Design and application of new literacies and media instructional practices to literacy curriculum and other discipline areas.

Typically offered in Fall only

ECI 547 Knowledge Construction: Implications for Multicultural Education (3 credit hours)
Exploration of sociopolitical factors involved in the construction of knowledge in education as well as the implications for practitioners and learners in schools and other educational settings. Particular emphasis on critiquing traditional epistemologies that limit the production, dissemination, and validation of progressive discourses in education in order to promote the production of knowledge that affirms the principles of social justice education.

Prerequisite: ECI 500
Typically offered in Fall only

ECI 548/ECI 448 E-Business Applications in Business and Marketing Education (3 credit hours)
Emphasis on design and construction of advanced web pages, business and marketing applications of electronic commerce, as well as economic, social, legal, and ethical issues that are related to conducting business in a virtual environment. Content prepares students to apply principles to the business and marketing education curriculum in the public schools. Credit for both ECI 448 and ECI 548 is not allowed.

Typically offered in Fall and Summer

ECI 549 Special Problems in Reading (1-6 credit hours)
In-depth study of topical problems in reading education selected from areas of current concern to practitioners in education.

Prerequisite: Six hours of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 550 Foundations Of Middle Years Education (3 credit hours)
Examination of five major aspects of middle years education: (a) history and purposes of middle/junior high school, (b) pre- and early adolescent needs, interests and abilities, Â¿ curriculum design and content, (d) teaching methods and (e) school organization. Emphasis on both theoretical understandings and effective classroom strategies.

Prerequisite: 6 hours of ED or PSY
Typically offered in Fall and Spring

ECI 551 Teaching/Learning Approaches For Emerging Adolescents (3 credit hours)
Exploration of teaching/learning approaches appropriate to emerging adolescents. Learning styles; interdisciplinary inquiry; community-based curriculum; simulations and games; learning centers; minicourses; design of physical space; all-school activities.

Prerequisite: ECI 550; Graduate standing
Typically offered in Spring only

ECI 552/AEHS 552 Program Development & Evaluation in Youth & Family Settings (3 credit hours)
Historical and contemporary foundations of program development and evaluation in non-formal, community-based family life and youth development settings are examined including theory, research, and three holistic program development constructs: 1) planning; 2) design and implementation; 3) impact evaluation and accountability.

Typically offered in Spring only

ECI 553/AEHS 553 Applied Concepts in Child and Youth Development (3 credit hours)
This course explores the fundamental concepts of child and youth development (including early childhood through adolescence) as applied to programmatic and organizational contexts. A special focus is placed upon the concepts as applied to Community Youth theories & practice.

Typically offered in Fall only

ECI 557/AEHS 557 Volunteerism in Youth and Family Settings (3 credit hours)
Preparation for current and future community-based youth and family professionals to better manage volunteers in local program service delivery. Specific foci include: volunteerism as a social phenomenon; volunteer resource management; new forms of volunteerism; and future trends in volunteerism. Restricted to graduate and post-baccalaureate students only.

Typically offered in Spring only
This course is offered alternate even years

ECI 560 Professional Development in Business and Marketing Education (3 credit hours)
Designed to prepare business and marketing educators with the knowledge and skills necessary to design and implement strategies for organizational improvement that will benefit business and marketing education programs. Attendance and participation meaningful, organized professional development activity is an integral component of the course.

Prerequisite: Graduate standing
Typically offered in Summer only

ECI 561 Curriculum and Instruction in Business and Marketing Education (3 credit hours)
Designed to develop competencies needed to be a successful Business and Marketing Education Teacher-Coordinator. Focus primarily on the activities involved in planning and managing the curriculum and instructional skills needed to effectively implement the curriculum and meet educational needs of middle and high school students. For ED & MKZ students. Requires instructor approval.

Prerequisite: Graduate standing
Typically offered in Fall and Spring

ECI 562 Program Management in Business and Marketing Education (3 credit hours)
This course includes the administration of middle and secondary business and marketing education programs, including career guidance; the management of DECA or FBLA chapter; supervision of work-based learning strategies; and school program promotion and development. ED & MKZ students only. Requires permission of instructor.

Prerequisite: ECI 561
Typically offered in Fall and Spring

ECI 563 Methods and Materials in Teaching Secondary Social Studies (3 credit hours)
ECI 563 is a course that involves teaching techniques, innovations, development of teaching and evaluation skills, and in-depth subject matter inquiry in the area of secondary school social studies. Adaptation of instruction to individual learner differences, and selection and design of instructional materials will be explored. Must be enrolled in Secondary Social Studies MAT Program.

Typically offered in Fall only

ECI 566 Advanced Instructional Strategies in Business and Marketing (3 credit hours)
Advanced strategies and techniques related to teaching and learning in the business and marketing education curricula, classrooms, work places, and technology environments in middle and secondary education. MKZ students only.

Prerequisite: ECI 561
Typically offered in Spring only

ECI 567 Career and Technical Education Fundamentals and Program Administration (3 credit hours)
Emphasis on assisting various school district personnel in acquiring the knowledge and skills needed to effectively provide quality career and technical education (CTE) programming at the district level. Content includes federal CTE legislation, theory and research on educational reform, local and regional economic development, sources of funding for CTE programming and continuous improvement.

Typically offered in Fall and Spring

ECI 568 Designing College and Career Ready Programs (3 credit hours)
Examination of current school system instructional practices to assist various school district personnel in aligning core academic and career and technical education programming to prepare students for successful post-secondary education, careers, and life-long learning. Content includes an examination of education reform initiatives with an emphasis on foundational theory and research, needed workplace knowledge and skills, innovative education programs/models, and research-based best practices for success in transitioning students to post-secondary success.

Typically offered in Fall and Spring

ECI 569 Special Problems in Business and Marketing Education (1-6 credit hours)
In-depth study of topical problems in business and marketing education selected from areas of current concern to practitioners in education.

Typically offered in Fall only

ECI 570 Learning Disabilities (3 credit hours)
Field of learning disabilities, including definitions, prevalence, etiology, characteristics and current educational trends for educating students with learning disabilities.

Prerequisite: ECI 585
Typically offered in Summer only

ECI 571 Instructional Strategies for Students with Disabilities (3 credit hours)
Methods and materials for teaching students with disabilities in elementary and secondary school. Focus on research-supported instructional strategies for teaching academic skills, Universal Design for Learning, implementation of appropriate academic interventions, and evaluation of instructional outcomes within the context of Response to Intervention and Multi-Tier Systems of Supports.

Prerequisite: Graduate standing
Typically offered in Spring only

ECI 572 Resource Teaching In Special Education (3 credit hours)
Resource teaching in area of special education, with emphasis on resource teaching with students with special needs. Types of resource programs, establishment and maintenance of a program, selection of students, curriculum and materials.

Prerequisite: ECI 585
Typically offered in Summer only

ECI 573 Applied Behavior Analysis & Positive Behavior Intervention and Support in Schools (3 credit hours)
Concepts and procedures involved in design and implementation of techniques for managing the behavior of students in classroom setting. Focus on methods for defining, measuring, increasing, decreasing, maintaining, and generalizing classroom behaviors in all learners. An exploration of Multi-Tiered Systems of Support, and Positive Behavior Intervention and Support in school settings.

Typically offered in Fall only

ECI 574 Intellectual Disabilities (3 credit hours)
Content presented includes definitions, classifications, and assessment of person with intellectual disability from medical , sociological, and educational points of view. Issues related to labeling, etiology, characteristics, levels of severity, litigation, legislation, family and societal issues, history, and controversies are emphasized related to persons with intellectual disability.

Prerequisite: ECI 585
Typically offered in Fall only

ECI 575 Communication Disorders In the Classroom (3 credit hours)
Occurrence of communication disorders in the school-age population, including types of disorders, prevalence, etiology, characteristics and corrective therapy. Focus on communication disorders among exceptional students and classroom teacher's role in working with communication disorders.

Prerequisite: ECI 570
This course is offered alternate years

ECI 576 Teaching Functional and Life Skills to Students with Disabilities (3 credit hours)
Methods of instruction and materials related to teaching children and persons with mild-moderate levels of disability are emphasized. Effective general pedagogical approaches are stressed, as well as the teaching of functional academic skills, curricula used in instructions, teaching social and adaptive behavior as well as daily living skills, and transition-related skills necessary for independent adult life. Multi-tiered Systems of Support as well as Positive Behavior Intervention and Support are also discussed.

Typically offered in Spring only

ECI 577 Education Of Severely Handicapped (3 credit hours)
Severe and profound mental retardation and autism, including assessment procedures, educational and social/vocational programs, instructional strategies and evaluation. Legal and ethical issues involved in working with severely handicapped.

Prerequisite: ECI 585 or ECI 574

ECI 579 Organization and Behavioral Management of Inclusive Classrooms (3 credit hours)
To increase students' knowledge of persons with high incidence disabilities (i.e., learning disability, mild intellectual disability, and serious emotional disability), and how to manage the behavior of all pupils in educational environments. Characteristics of students with high incidence disabilities will be emphasized , as well as strategies to reduce the likelihood of problem behavior of all pupils in the classroom.

Typically offered in Fall, Spring, and Summer

ECI 580 Transition Program For Students With Mild Disabilities (3 credit hours)
Educational and other procedures involved in providing transition programming to students with mild disabilities. Examination of secondary-level special education service delivery, as well as post-secondary interventions, from critical, practical, empirical and theoretical perspectives.

Prerequisite: ECI 585
Typically offered in Summer only

ECI 581 Educational Diagnosis and Prescription for Students with Disabilities (3 credit hours)
This course explores the concepts and practices of educational assessment and diagnosis of students with disabilities, including examination of formal and informal diagnostic procedures currently used in special education.

Prerequisite: ECI 585
Typically offered in Fall and Spring

ECI 583 Behavior Disorders (3 credit hours)
Definitions, etiology, characteristics, philosophies and approaches to educational programming for children and youth with behavior disorders, including emotionally handicapped, autistic and socially maladjusted.

Prerequisite: ECI 585
Typically offered in Fall only

ECI 584 Interventions for Students with Behavior Support Needs (3 credit hours)
This course is designed to provide instruction in how to understand and implement culturally-responsive curriculum materials, instructional strategies, and techniques to PK-12 students who demonstrate interfering behaviors in the classroom. Content includes Tier 2 and Tier 3 small group and individualized instruction, group process, organization and evaluation of classroom programs, parent involvement, and community resources within a Positive Behavior Inventions and Supports framework.

Prerequisite: Graduate Standing
Typically offered in Spring only

ECI 585 Education of Children with Exceptionalities (3 credit hours)
Introduction to field of special education. Focus on historical overview, definitions and terminology in basic areas of exceptionality; etiological factors in exceptionality; developmental and learning characteristics of each area of exceptionality;and educational settings and strategies employed in special education including Multi-Tiered Systems of Support and Positive Behavior Intervention and Support. Review of current educational laws and policies affecting special education.

Prerequisite: 9 hours of ED or PSY
Typically offered in Fall and Spring

ECI 586 Introduction to Learning Analytics (3 credit hours)
As the use of digital resources continues expand in education, an unprecedented amount of new data is becoming available to educational researchers and practitioners. In response, Learning Analytics (LA) has emerged over the past decade as an interdisciplinary field encompassing Learning (e.g. educational technology, learning and assessment sciences), Analytics (e.g. visualization, computer/data sciences), and Human-Centered Design (e.g. usability, participatory design). This course will provide students with an overview of the field, examples of its use in educational contexts, and applied experience with widely adopted tools and techniques for working with and exploring data. As participants gain experience in the collection, analysis, and reporting of data throughout the course, they will be better prepared help educational organizations understand and improve learning and the contexts in which learning occurs.

Typically offered in Fall only

ECI 587 Machine Learning in Education (3 credit hours)
This class is meant to teach the practical side of machine learning for applications in mining educational data. There will be a heavy project focus, and when you have completed the course, you should be fully prepared to attack new problems using machine learning in the field of education.

Typically offered in Fall only

ECI 588 Text Mining in Education (3 credit hours)
This course will provide students with an overview of text mining as an analytical approach in education research, examples of its use in educational contexts, and applied experience with widely adopted tools and techniques (e.g. topic modeling and sentiment analysis). Students develop practical skills in the collection, analysis, and reporting of text data form sources such as Learning Management Systems, social media, and other online sources. Students can complete projects using a programming approach with R, a popular free open source software program for data science, or using non-programming point-and-click tools (i.e., SAS Visual Text Analytics).

Typically offered in Spring only

ECI 589 Social Network Analysis in Education (3 credit hours)
Although social network analysis and its educational antecedents date back to the early 1900s, the popularity of social networking sites like Twitter and Facebook have raised awareness of and renewed interests in networks and their influence. As the use of digital resources continues expand in education, data collected by these educational technologies has also greatly facilitated the application of network analysis to teaching and learning. This introductory course is designed to prepare researchers and practitioners to apply network analysis in order to better understand and improve student learning and the contexts in which learning occurs. This course will provide students with an overview of social network theory, examples of network analysis in educational contexts, and applied experience with widely adopted tools and techniques. As participants gain experience in the collection, analysis, and reporting of data throughout the course, they will be better prepared help educational organizations understand and improve both

Typically offered in Spring only

ECI 603 Advanced Seminar In Literacy Research (3-6 credit hours)
Critical analyses of research and methodology in reading comprehension processes and strategies for comprehension and retention of written discourse. Opportunity for design and conduct of a research project in reading or related area.

Prerequisite: ECI 648
Typically offered in Spring only

ECI 606 Seminar on Teacher as Learner: Developmental Theory, Research and Practice (3 credit hours)
Analysis of major contemporary theories and research of learning and development as a basis for individual and organizational change and development in educational settings.

Prerequisite: Graduate standing (6 hrs course work at 500-level)
Typically offered in Fall only

ECI 607 Advanced Seminar in Multicultural Education (3 credit hours)
Application and analysis of research and scholarship in multicultural education and topics related to effective schools for contemporary culturally diverse student populations in K-12 settings.

Prerequisite: Graduate standing and ECI 500
Typically offered in Spring only
This course is offered alternate odd years

ECI 620 Special Problems In Curriculum and Instruction (1-6 credit hours)
In-depth study of topical problems in curriculum and instruction selected from areas of current concern to practitioners in education.

Prerequisite: Six hrs. of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 630 Independent Study in Curriculum and Instruction (1-4 credit hours)
Independent curriculum or research project in curriculum and instruction.

Typically offered in Fall, Spring, and Summer

ECI 640 Practicum In Curriculum and Instruction (1-6 credit hours)
Supervised practical experiences in schools and area agencies concerned with curriculum and instruction or educational supervision.

Prerequisite: Graduate standing in Col. of ED and PSY
Typically offered in Fall and Spring

ECI 641 Practicum In Mentoring and Coaching (1-6 credit hours)
Supervised practical experiences in which participants become mentor to a student teacher or a teacher in a school system.

Prerequisite: ECI 705, Graduate standing in College of ED and PSY
Typically offered in Fall only
This course is offered alternate even years

ECI 645 Supervised Practicum in Literacy (3 credit hours)
Supervised teaching experience with school-aged children identified as having reading difficulties. Students use diagnostic assessment data to design, implement, and evaluate individualized literacy instruction. Emphasis is placed on research-informed practices of intensified instruction embedded within engaging and authentic literacy experiences.

Prerequisite: ECI 540, ECI 541 and ECI 543; Graduate standing in College of ED
Typically offered in Spring only

ECI 647 Practicum in Business and Marketing Education (3 credit hours)
Supervised practical experiences in schools and area agencies concerned with business and marketing education.

Prerequisite: ECI 569
Typically offered in Spring only

ECI 648 Practicum in Special Education (1-6 credit hours)
Supervised practical experiences in schools and area agencies concerned with teaching children and adolescents with disabilities.

Prerequisite: Graduate standing in College of ED and PSY
Typically offered in Fall, Spring, and Summer

ECI 650 Internship In Curriculum and Instruction (1-6 credit hours)
Supervised opportunities for advanced professional development in contexts concerned with curriculum development and/or educational supervision.

Prerequisite: Graduate standing in Col. of ED and PSY
Typically offered in Fall and Spring

ECI 652 Field-Based Applications of Learning Design and Technology (1-6 credit hours)
Supervised opportunities to design, test, and revise learning design and technology solutions in authentic, field-based settings.

Typically offered in Fall and Spring
This course is offered alternate odd years

ECI 654 Internship In Elementary Education (1-6 credit hours)
Supervised opportunities for advanced professional development in contexts concerned with elementary grades education.

Prerequisite: 3 hrs. grad.-level elementary education course work, Graduate standing in Col. of ED and PSY
Typically offered in Spring only
This course is offered alternate years

ECI 656 Internship In Middle Grades Education (1-6 credit hours)
Supervised opportunities for advanced professional development in contexts concerned with the education of young adolescents.

Prerequisite: ECI 550, ECI 551, Graduate standing in College. of ED and PSY
Typically offered in Fall, Spring, and Summer

ECI 657 Internship in Business and Marketing Education (1-6 credit hours)
Supervised opportunities for advance professional development in contexts concerned with business and marketing education. Requires instructor approval.

Prerequisite: ECI 561
Typically offered in Fall and Spring

ECI 658 Internship In Special Education (1-6 credit hours)
Supervised opportunities for advanced professional development in contexts concerned with special education.

Prerequisite: Graduate standing in Col. of ED and PSY
Typically offered in Fall and Spring

ECI 681 Seminar in Teaching Literacy to Students with Disabilities (3 credit hours)
A case study approach is used in the seminar that requires the application of assessment techniques and instructional intervention methodologies in literacy for K-12 students with disabilities. Assigned activities require access to and experience in schools and/or related settings.

Prerequisite: Graduate Standing
Typically offered in Fall only

ECI 682 Seminar in Teaching Numerical Concepts to Students with Disabilities (3 credit hours)
This course focuses on how to effectively assess and teach mathematics to students with learning differences. You will explore disabilities as learner variability and diversity (as opposed to deficits). Instruction and intervention are not a means of "fixing" students; rather, we utilize instruction to create experiences that provide access and support for students to advance their knowledge of mathematics. We will experience, design, and facilitate tasks, high leverage routines, and intervention that support the development of a robust mathematics.

Prerequisite: Graduate Standing
Typically offered in Spring only

ECI 683 Seminar in Special Education Learning Strategies (3 credit hours)
This seminar is designed to prepare special education teachers to evaluate and teach empirically supported learning strategies to students with disabilities in special education and collaborative settings. Particular attention will be paid to learning strategies shown to help students with disabilities organize, learn, and apply facts, skills and routines that provide access to and mastery of critical information across the curriculum. Field work in schools and/or related settings is required. Restricted to graduate students in SPE, SPB, SPL, SPM or consent of instructor.

Prerequisite: ECI 585

ECI 685 Master's Supervised Teaching (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the studnet in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

Prerequisite: Master's student
Typically offered in Fall, Spring, and Summer

ECI 688 Non-Thesis Masters Continuous Registration - Half Time Registration (1 credit hours)
For students in non-thesis master's programs who have completed all credit hour requirements for their degree but need to maintain half-time continuous registration to complete incomplete grades, projects, final master's exam, etc.

Prerequisite: Master's student
Typically offered in Fall, Spring, and Summer

ECI 689 Non-Thesis Master Continuous Registration - Full Time Registration (3 credit hours)
For students in non-thesis master's programs who have completed all credit hour requirements for their degree but need to maintain full-time continuous registration to complete incomplete grades, projects, final master's exam, etc. Students may register for this course a maximum of one semester.

Prerequisite: Master's student
Typically offered in Fall only

ECI 690 Master's Examination (1-9 credit hours)
For students in non thesis master's programs who have completed all other requirements of the degree except preparing for and taking the final master's exam.

Prerequisite: Master's student
Typically offered in Fall and Spring

ECI 692 Research Projects In Curriculum and Instruction (1-3 credit hours)
Project or problem in research in education for graduate students, supervised by members of graduate faculty. Research chosen on basis of individual students' interests and not to be part of thesis or dissertation research.

Prerequisite: ELP 532
Typically offered in Fall, Spring, and Summer

ECI 693 Master's Supervised Research (1-9 credit hours)
Instruction in research and research under the mentorship of a member of the Graduate Faculty.

Prerequisite: Master's student
Typically offered in Fall, Spring, and Summer

ECI 695 Master's Thesis Research (1-9 credit hours)
Thesis research.

Prerequisite: Master's student
Typically offered in Spring and Summer

ECI 696 Summer Thesis Research (1 credit hours)
For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.

Prerequisite: Master's student
Typically offered in Summer only

ECI 699/ELP 699/EMS 699/EOE 699/EAC 699/ECD 699 Master's Thesis Preparation (1-9 credit hours)
For students who have completed all credit hour requirements and full-time enrollment for the master's degree and are writing and defending their theses.

Prerequisite: Master's student
Typically offered in Fall, Spring, and Summer

ECI 700 Curriculum Theory and Development (3 credit hours)
Theory and research in behavioral sciences and education designed to provide theoretical background for development of elementary and secondary curricula. Exploration of knowledge base and skills for critical review of curricula and instructional materials and provision of an application opportunity.

Prerequisite: 9 sem. hrs. graduate PSY, ECI 502, ECI 514
Typically offered in Fall only

ECI 705 Instructional Coaching and Supervision Of Teachers (3 credit hours)
Theory, research and practice of the professional role of a supervisor in the development of the effective and self-analytic teacher: pre-service (student teacher) and in-service (beginning and experienced teacher). For persons with at least two years of teaching experience in K-12 schools.

Typically offered in Spring only
This course is offered alternate odd years

ECI 709 Special Problems In Curriculum and Instruction (1-6 credit hours)
In-depth study of topical problems in curriculum and instruction selected from areas of current concern to practitioners in education.

Prerequisite: Six hrs. of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 716 Design and Evaluation Of Instructional Materials (3 credit hours)
Characteristics and selection of various media for instruction and their use in educational settings. Design and production of instructional materials. Analysis of research in the field. Individualized projects and assignments. Application of grounded research and theory concerning learning to design of instructional materials. Structured projects and practical experiences used to transfer design principles and evaluate instructional products.

Prerequisite: Graduate standing
Typically offered in Fall, Spring, and Summer

ECI 719 Special Problems in Learning Design and Technology (1-6 credit hours)
In-depth study of topical problems in Learning Design and Technology selected from areas of current concern to practitioners in education.

Typically offered in Fall, Spring, and Summer

ECI 720 The Teaching Of Composition (3 credit hours)
For classroom teachers. Practical field-tested ideas to help students improve as writers by focusing on composition as a process as well as a product. Activities for teaching prewriting, drafting, revising, proofreading, grammar and evaluating with suggestions for individual and group learning. Writing in content areas and composition research/ theory.

Prerequisite: 9 hrs. of ED, PSY and/or ENG; to take this course in sum. as part of Capital Area Writing Project, student must apply and be selected
Typically offered in Spring only

ECI 721 Technology and Informal Learning Environments (3 credit hours)
Survey of theory and research grounding popular informal after-school technology environments, such as computer clubhouses, music studios, video clubs, coding camps, robotics clubs, and makerspaces. Examination of strategies for planning experiential, hands-on activities supportive of informal learning, sourcing necessary materials, outfitting spaces, facilitating student design and collaboration, and engaging the community and other resources to sustain facilities/clubs.

Typically offered in Fall only

ECI 722 Theory and Research in Distance Education (3 credit hours)
Introduction to distance education foundations, models, and underlying theories. Analysis of distance education research findings, research and evaluation methods, and management in varied settings--virtual schools, higher education, continuing education, and corporate e-learning. Application of distance education standards and research-based findings to the design of original course plans and materials prototypes, including appropriate recommendations for online teaching and community building, online student support, and online student assessment.

Typically offered in Spring only

ECI 723 Elementary STEM Learning in Informal Settings (3 credit hours)
Research had identified levels of science and mathematics learning that occurs in settings and situations outside of formal schooling. Learning Science in Informal Environments: Places, People, and Pursuits (National Research Council (2009) describes how experiences such as visits to parks, museums, and nature centers expand learning beyond the classroom. ECI 723 examines science and mathematics learning outside of formal in-school instruction and explores bridges between formal and informal/non-formal learning. Students will observe and collect data in informal settings, explore opportunities to evaluate learning, and examine theoretical frameworks for positioning research on informal learning.

P: Graduate Standing
Typically offered in Spring only

ECI 724 Professional Learning in Elementary STEM Education (3 credit hours)
This course focuses broadly on teacher learning. Specifically, we examine research, development, and findings on the design and outcomes of professional learning experiences (PLEs), often called "professional development," for practicing teachers. The course is designed for graduate students to develop as critical readers, analytical writers, and participants in discussion of intellectual ideas centered around the following: (1) the theoretical and empirical foundations of the research literature related to teacher learning; (2) various approaches to the study of teachers' professional learning; (3) different sets of recommendations for what makes PLEs "effective"; and (4) evaluation methods for the impact of PLEs.

Typically offered in Fall and Spring
This course is offered alternate years

ECI 726 Action and Cognition in Elementary STEM Teaching & Learning (3 credit hours)
This course provides an in-depth exploration of the relationships between "Action" & "Cognition" from an embodied cognition (EC) perspective as it pertains to elementary school teaching & learning. It will cover some of the theoretical foundations, empirical research, and practical implications of EC. The ultimate goal is to provide an interesting & practical experience that helps you in pursuit of your PhD.

Doctoral students only (DR)
Typically offered in Fall and Spring

ECI 727 Special Problems in Social Studies Education (1-6 credit hours)
In-depth study of topical problems in social studies education selected from areas of current concern to practitioners in education.

Prerequisite: Six hours of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 729 Special Problems in English Education (1-6 credit hours)
In-depth study of topical problems in English education selected from areas of current concern to practitioners in education.

Prerequisite: Six hours of ED or PSY
Typically offered in Fall, Spring, and Summer

ECI 730 Critical Theory and Public Engagement (3 credit hours)
This course examines foundational theories and complexities of equity and diversity in educational settings. In empowering education, how can we partner with universities, families, community partners, policy makers, and schools to transform communities through engagement and democratizing education? The course requires a deep study and application of critical theory in public spaces, community organizations, and educational institutions.

R: Enrolled in a PhD program. Core Requirement for Educational Equity PhD students.
Typically offered in Fall and Spring

ECI 731 Critical Literacy for Social Change (3 credit hours)
This interdisciplinary course explores theories and applications of critical literacy for social transformation. How does reading the world precede reading the word? In reading the world, how do we go forward in writing it or rewriting it to transform the world? This course will focus on issues of power and perspective in literacy across all contexts. In reading with and against multimodal texts for social change, students will examine issues of diversity and equity in educational and community contexts.

Restriction: PhD Students Only (GRD); Prerequisite: ECI 730 (Critical Theory and Public Engagement)
Typically offered in Fall and Spring

ECI 735 Seminar on Teaching and Teacher Education (3 credit hours)
Doctoral seminar focused on the practice of teaching (pedagogy) and teacher education, including foundational research and contemporary issues.

R: Doctoral Students Only
Typically offered in Fall only

ECI 736 Seminar on Learning Sciences (3 credit hours)
Doctoral seminar focused on contemporary theories of learning and the implications of these theories for the design of learning environments.

R: Doctoral Students Only
Typically offered in Spring only

ECI 740 Education for a Radical Imagination: Historical and Contemporary Perspectives (3 credit hours)
A graduate seminar for Teacher Education and Learning Science Ph.D students. The course is focused on several interrelated questions: What is equity and freedom? What role can/have schools played in challenging systems of oppression? In what ways have groups of activists, reformers, teachers, and students tried to realize the emancipatory potential of education, whether inside or outside of schools?

R: Teacher Education and Learning Science Ph.D students or with approval of the instructor.
Typically offered in Fall only

ECI 741 Community-Engaged Approaches to Educational Research (3 credit hours)
This course introduces students to essential elements of partnerships between K-12 schools, universities, and communities for the sake of realizing the practical relevance of educational equity research with teachers and students from historically marginalized backgrounds. Students will examine frameworks, empirical studies, methods, and strategies pertaining to: (1) establishing the nature of a practice-relevant research partnership; (2) implementing culturally sensitive research approaches; (3) disseminating practice-relevant research with and among educators; and (4) designing action plans to monitor and respond to the evolving needs of K-12 schools over time.

Prerequisite: Graduate Standing
Typically offered in Fall and Spring

ECI 745 Literacy Theory and Research (3 credit hours)
Advanced study of theoretical models of reading, research issues in reading and in other language processes. In-depth theoretical models of reading. Emphasis on critical examination and analysis of research investigating reading acquisition, maturereading behavior and related language processes.

Prerequisite: ECI 540
Typically offered in Spring only
This course is offered alternate even years

ECI 801 Seminar In Curriculum and Instruction (1-3 credit hours)
Consideration of contemporary issues, trends and recent research and development findings in curriculum and instruction.

Prerequisite: Doctoral student
Typically offered in Fall only
This course is offered alternate even years

ECI 803 Advanced Seminar In Literacy (3 credit hours)
Critical analyses of research and methodology in reading comprehension processes and strategies for comprehension and retention of written discourse. Opportunity for design and conduct of a research project in reading or related area.

Prerequisite: ECI 545
Typically offered in Spring only

ECI 804 Seminar On Attention Deficit Hyperactivity Disorder, Research and Treatment (3-6 credit hours)
Critical analysis of theory, research and interventions in Attention-Deficit-Hyperactivity-Disorder. Reading and synthesization of literature and student-led class discussions of such topics as characteristics, diagnosis, etiology, long-term outcomes and management of ADHD.

Prerequisite: 9 hrs. grad. credit in PSY or SPE
Typically offered in Spring only

ECI 806 Seminar on Teacher as Learner: Developmental Theory, Research and Practice (3-6 credit hours)
Analysis of major contemporary theories and research of learning and development as a basis for individual and organizational change and development in educational settings.

Prerequisite: Graduate standing (6 hrs course work at 500-level)
Typically offered in Fall only
This course is offered alternate odd years

ECI 807 Advanced Seminar in Multicultural Education (3 credit hours)
Application and analysis of research and scholarship in multicultural education and topics related to effective schools for contemporary culturally diverse student populations in K-12 settings.

Prerequisite: Graduate standing and ECI 500
Typically offered in Spring only
This course is offered alternate odd years

ECI 820 Special Problems In Curriculum and Instruction (1-6 credit hours)
In-depth study of topical problems in curriculum and instruction selected from areas of current concern to practitioners in education.

Prerequisite: Six hrs. of ED or PSY
Typically offered in Summer only

ECI 830 Independent Study in Curriculum and Instruction (1-3 credit hours)
Independent curriculum or research project in curriculum and instruction.

Typically offered in Fall, Spring, and Summer

ECI 840 Practicum In Curriculum and Instruction (1-6 credit hours)
Supervised practical experiences in schools and area agencies concerned with curriculum and instruction or educational supervision.

Prerequisite: Graduate standing in Col. of ED and PSY
Typically offered in Fall and Spring

ECI 841 Practicum In Mentoring and Coaching (1-6 credit hours)
Supervised practical experiences in which participants become mentor to a student teacher or a teacher in a school system.

Prerequisite: ECI 705, Graduate standing in College of ED and PSY
Typically offered in Fall only

ECI 847 Practicum in Business and Marketing Education (1-6 credit hours)
Supervised practical experiences in schools and area agencies concerned with business and marketing education.

Typically offered in Fall, Spring, and Summer

ECI 850 Internship In Curriculum and Instruction (1-6 credit hours)
Supervised opportunities for advanced professional development in contexts concerned with curriculum development and/or educational supervision.

Prerequisite: Graduate standing in Col. of ED and PSY
Typically offered in Spring only

ECI 851 Internship In Mentoring (1-6 credit hours)
Supervised opportunities teaching educational personnel in local school systems how to serve as mentors to their colleagues.

Prerequisite: ECI 845 and ECI 705, Graduate standing in Col. of ED and PSY
Typically offered in Fall and Spring

ECI 880 Directed Study in Curriculum and Instruction (1-6 credit hours)
Curriculum or research project in curriculum and instruction under the direct supervision of a faculty member.

Typically offered in Spring only

ECI 885 Doctoral Supervised Teaching (1-3 credit hours)
Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

Prerequisite: Doctoral student
Typically offered in Fall and Spring

ECI 890 Doctoral Preliminary Examination (1-9 credit hours)
For students who are preparing for and taking written and/or oral preliminary exams.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

ECI 892 Research Projects In Curriculum and Instruction (1-3 credit hours)
Project or problem in research in education for graduate students, supervised by members of graduate faculty. Research chosen on basis of individual students' interests and not to be part of thesis or dissertation research.

Prerequisite: ELP 732
Typically offered in Spring and Summer

ECI 893 Doctoral Supervised Research (1-9 credit hours)
Instruction in research and research under the mentorship of a member of the Graduate Faculty.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

ECI 895 Doctoral Dissertation Research (1-9 credit hours)
Dissertation research.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer

ECI 896 Summer Dissertation Research (1 credit hours)
For graduate students whose programs of work specify no formal course work during a summer session and who will be devoting full time to thesis research.

Prerequisite: Doctoral student
Typically offered in Summer only

ECI 899 Doctoral Dissertation Preparation (1-9 credit hours)
For students who have completed all credit hour, tull-time enrollment, preliminary examination, and residency requirements for the doctoral degree, and are writing and defending their dissertations.

Prerequisite: Doctoral student
Typically offered in Fall, Spring, and Summer