



Curriculum and Instruction (MEd)

The **Master of Education (MEd) in Curriculum and Instruction** is designed to prepare teachers and graduates with instructional leadership skills. It has three major objectives:

- Provide knowledge, skills, attitudes and applicable research skills in curriculum and pedagogy.
- Develop (master) teachers to serve as teacher educators, mentors, clinical teaching faculty and peer coaches.
- Provide experience in educational research related to effective educational practice in field-settings.

This major is responsive to the needs of the South Texas' educational community and to state and national priorities for restructuring and delivering teacher education programs. A comprehensive examination is required. Students choosing the thesis option will take EDCI 7300 and 7301 in lieu of six hours of electives.

Below are the following specializations being offered:

- Curriculum and Instruction- Core.
- Curriculum and Instruction- Content Specialization.
- Digital Literacy Specialization - 100% Online.
- Elementary Mathematics and Science Education Specialization.
- Mathematics Education Specialization.
- Science Education Specialization.
- Social Studies Education Specialization.

Admission Requirements

Apply to the UTRGV Graduate College:

Step #1: Submit a UTRGV Graduate Application at www.applytexas.org. The university application fee of \$50 (\$100 for International Applicants) can be paid online by credit card or electronic check (in the online application). All application fees are nonrefundable.

Step #2: Register on the UTRGV Recommenders and Document Upload Webpage (www.utrgv.edu/gradupload). This is where you will request recommenders and upload program requirement documents, and where the graduate office will upload your transcripts. If you do not complete this step, we will not be able to process your application.

Step #3: Request your transcripts and other supporting documentation to be mailed to:

The University of Texas Rio Grande Valley
The Graduate College
Marialice Shary Shivers Bldg. 1.158
1201 W. University Drive
Edinburg, TX 78539-2999

Review and submit all Program Requirements:

- Online application at www.applytexas.org. The university application fee of \$50 (**\$100 for International Applicants**) can be paid online by credit card or electronic check (in the online application). All application fees are non-refundable.

- Bachelor's degree from a regionally accredited institution in the United States or a recognized international equivalent in a similar or related field.
- Undergraduate GPA of at least 3.0. If applicant does not meet minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. GRE test scores are valid for 5 years.
- Official transcripts from each institution attended (must be submitted directly to UTRGV).
- Personal statement of 250 to 500 words detailing professional goals and reasons for pursuing the graduate degree.
- Resume including educational background and work experience.

Additional requirements for domestic applicants who attended foreign universities:

- TOEFL or IELTS Language Proficiency Test with minimum scores: 550 on paper-based, 213 on computer based, or 79 on internet-based for the TOEFL; 6.5 for the IELTS. TOEFL and IELTS scores are valid for 2 years. For additional information, [click here](#).
- English translation of educational records.
- Transcript Evaluation by the Foreign Credentials Service of America (FCSA). For additional information, [click here](#).

Additional requirements for international applicants:

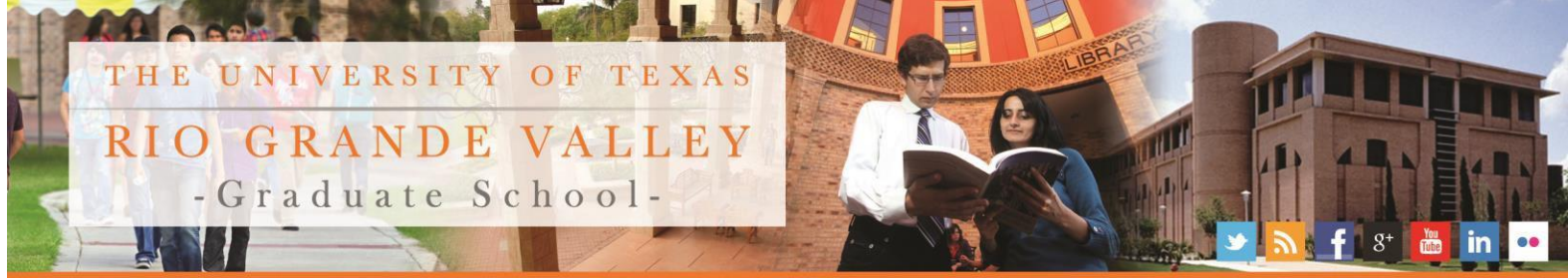
- TOEFL or IELTS Language Proficiency Test with minimum scores: 550 on paper-based, 213 on computer based, or 79 on internet-based for the TOEFL; 6.5 for the IELTS. TOEFL and IELTS scores are valid for 2 years. For additional information, [click here](#).
- English translation of educational records.
- Transcript Evaluation by the Foreign Credentials Service of America (FCSA). For additional information, [click here](#).
- Financial Documentation showing sufficient funds (minimum of \$25,000) to cover all expenses (living and academic) for the first year of study. For additional information, [click here](#).
- Immigration documents, including a current copy of your valid passport. For additional information, [click here](#).

Transcripts or any supporting documentation should be sent to:

The University of Texas Rio Grande Valley
The Graduate College
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1201 W. University Drive
Edinburg, TX 78539-2999

Program Contact

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Deadlines

	Fall	Spring	Summer I	Summer II
Domestic	July 3 rd	Nov. 15	May 1	June 1
International	June 1 st	Nov. 1	Mar. 1	Apr. 1

Recommenders and Document Upload Page

[Click here](#) to request recommendations and upload documents that are required.

Last Revised April 2015

Program Requirements

Curriculum and Instruction Core

Required Courses 15

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development 3

AND

Choose the remaining courses from the following:

EDCI 6304: Assessment of Learning 3

EDCI 7334: Curriculum Problems and Processes 3

EDFR 6300: Research Methods in Education 3

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education 3

Specialization 6-12

One or two Specializations to be selected from Biology, Physics, History, Political Science, English, Science Education, Mathematics Education.

Free Electives 3-9

Chosen from the following:

EDCI 6308: Advanced Educational Research 3

EDCI 6303: Philosophy of Education 3

EDCI 6304: Assessment of Learning (required) 3

EDCI 6307: Research Issues and Trends 3

EDCI 6306: Special Topics 3

EDTC 6320: Instructional Technology 3

EDTC 6321: Instructional Design 3

EDFR 6312: Human Cognition and Learning 3

OR

3-9 hours graduate courses with approval of advisor

Capstone Requirement 6

Choose one of the following options:

Thesis Option

EDCI 7300: Thesis I 3

EDCI 7301: Thesis II 3

Oral Comprehensive Examination

Written Comprehensive Examination

Portfolio

Non-Thesis Option

Electives 6

Oral Comprehensive Examination

Written Comprehensive Examination

Portfolio

Total graduate hours for degree: 36

Curriculum and Instruction - Content Specialization

Required Courses 15

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development 3

AND

Choose the remaining courses from the following:

EDCI 6304: Assessment of Learning 3

EDCI 7334: Curriculum Problems and Processes 3

EDFR 6300: Research Methods in Education 3

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education 3

Specialization Courses 9

Courses to be selected from another area of education or an academic discipline with approval of Graduate Advisor. With selection of specialization courses, students can meet requirements for temporary certificate I administration.

Designated Electives 9

*Past and future topics are designed to support and extend knowledge across existing specializations. These include but are not

limited to: Internationalization of Curriculum, Problem Based Curriculum, Curriculum and the Global South, Arts-Based Curriculum, Curriculum and Accountability, Place Based Curriculum, Curriculum and Environmental Sustainability, Developing Curriculum for Children in Trauma, Curriculum and Career Readiness.

Choose from the following:

EDCI 6334: Curriculum Theory and Perspectives	3
EDCI 6335: Contemporary Curricular Issues	3
EDCI 7337: Curriculum and Linguistic Diversity	3
EDCI 7338: Special Topics in Curriculum	3

Free Electives 3

Three hours selected with approval of Graduate Advisor

Total graduate hours for degree: 36

Digital Literacy Specialization

Required Courses 30

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
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AND

Choose the remaining courses from the following:

EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
RLIT 6300: Foundations of Reading and Digital Literacies	3
RLIT 6301: Digital Literacies and Reading for Young Children	3

RLIT 6302: Adolescent Digital Literacies and Reading	3
RLIT 6303: Diverse Learner Digital Literacies and Reading	3
RLIT 6306: Assessment Practices in Digital Literacies and Reading	3
RLIT 6308: Digital Literacies and Reading Leadership	3

Designated Electives 6

EDTC 6340: Integration of Advanced Technologies in Education and Training	3
EDTC 6341: Student-Centered Learning Using Technology	3

Capstone Requirement:
Portfolio

Total graduate hours for degree: 36

Elementary Mathematics and Science Education Specialization

Required Courses 30

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
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AND

Choose the remaining courses from the following:

EDCI 6342: Models and Methods in Science Education	3
EDCI 6344: Assessment, Current Issues and Research in Science Education	3
EDCI 6346: Environmental Education Methods	3
EDCI 7334: Curriculum Problems and Processes	3
EDCI 7353: Teaching and Learning Algebraic Concepts	3
EDCI 7354: Teaching and Learning Geometric Concepts	3

EDCI 7355: Current Issues and Research in Mathematics Education	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3

Capstone Requirement 6

Choose one of the following options:

Thesis Option

EDCI 7300: Thesis I	3
EDCI 7301: Thesis II	3
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Non-Thesis Option

EDCI 6348: Mathematics and Science Education Project	3
EDCI 6350: Assessment in the Mathematics Classroom	3
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Total graduate hours for degree: 36

Mathematics Education Specialization

Required Courses 30

EDFR 6302/EPSY 6304: Foundations of Learning, Cognition and Human Development	3
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AND

Choose the remaining courses from the following:

EDCI 6345: Teaching Advanced Secondary Mathematics Topics	3
EDCI 6350: Assessment in the Mathematics Classroom	3
EDCI 6351: Teaching Mathematics for Understanding	3

EDCI 7334: Curriculum Problems and Processes	3
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EDCI 7353: Teaching and Learning Algebraic Concepts	3
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EDCI 7354: Teaching and Learning Geometric Concepts	3
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EDCI 7355: Current Issues and Research in Mathematics Education	3
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EDFR 6300: Research Methods in Education	3
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EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
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Capstone Requirement 6

Choose one of the following options:

Thesis Option

EDCI 7300: Thesis I	3
EDCI 7301: Thesis II	3
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Non-Thesis Option

Electives	6
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Total graduate hours for degree: 36

Science Education Specialization

Required Courses 12

EDFR 6302/EPSY 6304: Foundations of Learning, Cognition and Human Development	3
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AND

Choose the remaining courses from the following:

EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
Science Education	6
<i>Chosen from the following:</i>	
EDCI 6342: Models and Methods in Science Education	3
EDCI 6344: Assessment, Current Issues and Research in Science Education	3
EDCI 6346: Environmental Education Methods	3
EDCI 6348: Mathematics and Science Education Project	3
Designated Electives	12
<i>Chosen from the following:</i>	
EDCI 6352: The Frontiers of Scientific Understanding	3
EDCI 6354: Development of Laboratory and Field Experiences	3
EDCI 6356: Themes in the Structure of Science	3
EDCI 6358: Student Research in the K-12 Science Curriculum	3
EDCI 7315: Special Topics in Science Education	3
Capstone Requirement	6
<i>Choose one of the following options:</i>	
<u>Thesis Option</u>	
EDCI 7300: Thesis I	3
EDCI 7301: Thesis II	3
Oral Comprehensive Examination	
Written Comprehensive Examination Portfolio	
<u>Non-Thesis Option</u>	
Electives	6
Oral Comprehensive Examination	
Written Comprehensive Examination Portfolio	
Total graduate hours for degree:	36

Social Studies Education Specialization

Required Courses	18
EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
AND	
<i>Choose the remaining courses from the following:</i>	
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDSS 6301: Contemporary Special Topics in Social Studies Education	3
EDSS 6302: Advanced Methods in Social Studies Instruction	3
EDSS 6303: Research and Inquiry in the Social Disciplines	3
EDSS 6304: Action Research for Social Studies Teacher Researchers	3
EDSS 6305: The Dynamics of Culture in a Globalized Society	3
EDSS 6306: Educating for Democracy in a Networked World	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
Designated Electives	12
EDCI 6303: Philosophy of Education	3
EDCI 6304: Assessment of Learning (<i>Required</i>)	3
EDCI 6306: Special Topics in Education	3
EDCI 6307: Research Issues and Trends	3
EDTC 6320: Instructional Technology	3
EDTC 6321: Instructional Design	3
Other graduate courses with approval of advisor (<i>maximum 9 hours</i>)	
Capstone Requirement	6
<i>Choose one of the following options:</i>	

Thesis Option

EDCI 7300: Thesis I	3
EDCI 7301: Thesis II	3
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Non-Thesis Option

Electives	6
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	

Total graduate hours for degree: 36

Course Descriptions

EDBE 6324: Dual Language Enrichment
Education [3-0]

This course provides a thorough understanding of research, programs and pedagogical issues in dual language enrichment models of education. It will emphasize the research-based trend regarding the movement of bilingual education instructional models from remedial paradigms of learning to an enrichment paradigm. It will also examine equity and policy issues regarding academic achievement of students from varied backgrounds participating in remedial ESL/bilingual programs versus dual language enrichment programs.

EDBE 6364: Principles and Practices of
Biliteracy Development in
Spanish and English [3-0]

This course, taught in Spanish, examines different theories, approaches, and current practices of literacy development and their implications for biliteracy instruction for Spanish-speaking bilingual students.

EDBE 6366: Academic Spanish Across the
Content Areas [3-0]

This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of

teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish.

EDBE 6367: Assessing Emergent
Bilinguals [3-0]

Students will be provided with the knowledge and skills needed to assess emergent bilingual students in ways that are valid, reliable and fair.

EDFR 6300: Research Methods in
Education [3-0]

A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning,
Cognition and Human
Development [3-0]

Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPSY 6304. **Prerequisite:** Admission to graduate school.

EDFR 6312: Human Cognition and
Learning [3-0]

This course will address how culturally and linguistically diverse students acquire knowledge, think and learn and the implications for teaching, learning and assessment.

EDFR 6388: Introduction to Historical and
Sociocultural Foundations of
Education [3-0]

Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.

EDCI 6303: Philosophy of Education [3-0]

The development of American education in relation to current and historical, political, social

and cultural developments. Special attention is given to the influence of movements in the cultural environment upon evolving conceptions of educational theory and practice. May be repeated.

EDCI 6304: Assessment of Learning [3-0]
An introduction to basic concepts, techniques and issues in assessment of student learning and learning environments. [Prescribed elective for all students who do not have a required assessment course in their specialization]

EDCI 6306: Special Topics in Education [3-0]
Students will engage in projects focused on causing change to occur in public schools. Topics must be approved by the instructor. The primary student work product from the course will be either a project proposal or a final project report. Course may be repeated for credit when topics changes.

EDCI 6307: Research Issues and Trends [3-0]
Research as well as current issues and trends within the field of education. A course designed to broaden the professional's understanding of the impact and implications of research, controversial issues and trends both within the society and within the field of education. May be repeated for credit for maximum of nine hours when topics vary.

EDCI 6308: Advanced Educational Research [3-0] An
examination of the role in education of the discipline or field of study selected by the student. Includes an intensive study of research findings, scholarly publications and advanced experimentation with a focus on the improvement of instruction.

EDCI 6334: Curriculum Theory and Perspectives [3-0]
This course engages students in a synthesis of major patterns of curriculum theory and practice from historical and philosophical perspectives in U.S. and global contexts.

EDCI 6335: Contemporary Curricular Issues [3-0]
This course engages students in a critical examination of current issues related to curriculum policy and practice. Evidence-based best practices in curriculum decision making will be emphasized.

EDCI 6342: Models and Methods in Science Education [3-0]
The course covers multiple topics in science education related to science content and pedagogy which may include inquiry and didactic models of science instruction, interdisciplinary approaches, and laboratory/field methods, Technology and field work is required.

EDCI 6344: Assessment, Current Issues and Research in Science Education [3-0]
This course includes selected studies of current issues and problems related to science assessment, instruction and curriculum development within a research framework that leads to science education reform. A mentoring assignment, technology and field work is required.

EDCI 6345: Teaching Advanced Secondary Mathematics Topics [3-0]
This course addresses the teaching of various mathematics topics relative to the 4 -12 classrooms such as statistics, functions and modeling. Teaching strategies are presented for the appropriate grade level

EDCI 6346: Environmental Education Methods [3-0]
This course is an interdisciplinary course using environmental education to incorporate social studies, mathematics, language arts, technology, and science disciplines to develop and implement environmental education in the teaching K-12 classroom. Technology and field work is required.

EDCI 6348: Mathematics and Science
Education Project [3-0]
Supervised project in science education that will include design of an original project and the writing of a formal report in an acceptable publication format. This course is usually taken during the last semester of study and is taken only by non-thesis students.

EDCI 6350: Assessment in the
Mathematics Classroom [3-0]
This course focuses on both formal and informal methods of assessment. The importance of classroom-based assessment is emphasized so that curricular leaders will be better prepared to assist mathematics classroom teachers to design, develop, and implement a variety of assessment strategies.

EDCI 6351: Teaching Mathematics for
Understanding [3-0]
This course covers learning theories related to the mathematics teaching at all levels. Topics include best practices based on research, and the development of materials that support the learning of mathematics through the use of technology and other "tools." Students will be introduced to pedagogical strategies that have the best chance to foster mathematics understanding.

EDCI 6352: The Frontiers of Scientific
Understanding [3-0]
The delay between scientific discovery and its incorporation into the curriculum is a perennial issue in science teaching. This course explores ways that the science educator can stay abreast of the latest developments in the various scientific disciplines, and how the excitement of current research can be brought to the science classroom. In the process, the course will survey the latest frontiers in the physical, earth, space, and life sciences.

EDCI 6354: Development of Laboratory and
Field Experiences [3-0]
In this course students will critically appraise the various functions of laboratory investigation

in science classrooms. Students will design, test, and refine new and original laboratory and field investigations that incorporate data collection technologies, inquiry approaches, and informal learning opportunities. Fieldwork may be required.

EDCI 6356: Themes in the Structure of
Science [3-0]
This course helps students design curriculum, instruction, and assessments that address the overarching themes in science. Students will learn to incorporate unifying themes of form and function, systems and order, change over time, and energy into the science classroom.

EDCI 6358: Student Research in the K-12
Science Curriculum [3-0]
This course helps students design curriculum, instruction, and assessments that address ways to teach authentic science in the classroom. The goal is for students to develop scientific research projects that can be implemented in the classroom. The course will include a field mentorship component.

EDCI 7300: Thesis I [3-0]
Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor.

EDCI 7301: Thesis II [3-0]
Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor.

EDCI 7315: Special Topics in Science
Education [3-0]
Individual project in science education research design, and assessment in response to student needs, interests and faculty expertise. Course may be repeated once for credit with approval of the student's advisor.

EDCI 7334: Curriculum Problems and
Processes [3-0]
This course examines approaches in developing, implementing and evaluating curricula. Principles and practices in the production and use of curriculum frameworks,

guides, textbooks, technologies and other curriculum materials will be included.

EDCI 7335: Curriculum Inquiry [3-0]
This course focuses on methods of curriculum research and evaluation and issues related to contemporary curriculum inquiry. Students will apply methods of curriculum inquiry to an independent research project as part of this course. **Prerequisite:** EDCI 7334.

EDCI 7337: Curriculum and Linguistic Diversity
Students will use curriculum theory and research to critically examine curricular models of dual language and ESL instruction as well as the preservation of heritage languages. Evidence-based, best practices of curriculum development for English language learners will be emphasized. **Prerequisite:** EDCI 7334.

EDCI 7338: Special Topics in Curriculum [3-0]
Engages students in conceptual and practical problems of curriculum development, implementation and evaluation in classroom and real-world contexts. Specific context of course foci rotate to accommodate needs of students across specializations. **Prerequisite:** EDCI 7334

EDCI 7353: Teaching and Learning Algebraic Concepts [3-0]
This course covers learning theories related to the teaching of school algebra, as well as strategies for teaching algebraic concepts. Topics include best practices based on research, development of materials for supporting the learning of foundational algebraic concepts. Students will utilize technology and tools.

EDCI 7354: Teaching and Learning Geometric Concepts [3-0]
This course covers learning theories related to learning geometry, as well as strategies for teaching geometric concepts. Topics include best practices based on research, and the development of materials that support the

learning of geometric concepts through the use of technology and other “tools”.

EDCI 7355: Current Issues and Research in Mathematics Education [3-0]
This course will include studies of prominent issues and problems related to mathematics education and curriculum development. Topics include multicultural mathematics education, gender and ethnicity issues regarding mathematics, analysis of learning in the mathematics classroom, using the internet to enrich the teaching of Math and review of recent research in mathematics education.

EDSS 6301: Contemporary Special Topics in Social Studies Education [3-0]
This course will explore various contemporary trends and sociocultural and sociopolitical topics that affect practices in social studies education. These may include, but are not limited to issues related to border history and politics, social justice in contemporary topics like immigration and wars (i.e. on terrorism, overseas, violence), implied and explicit oppression of local cultures and broader state and national communities. These will be discussed in terms of how they pose both general and specific challenges to the social studies teacher, both in developing a community of learners and targeting topics of relevance in a sensitive and critically minded manner.

EDSS 6302: Advanced Methods in Social Studies Instruction [3-0]
This course will explore various instructional methods for both elementary and secondary social studies instruction, within a border culture that is both linguistically and culturally diverse. Methods explored will include those that increase student engagement and critical thinking in social studies, such as inquiry and problem based learning, discovery methods, games and simulations, and other relevant frameworks for a more justice oriented curriculum.

EDSS 6303: Research and Inquiry in the
Social Disciplines [3-0]

In social studies, research must be approached from a historical and ethnographic framework in order to sift through both the current and left behind evidence of human interaction with the world. In this course, the student will engage in practices of historiography and ethnography that can yield deeper understanding of evidence, as well as ways that it can be brought into in the classroom by a process of inquiry.

Prerequisite: EDFR 6300.

EDSS 6304: Action Research for Social Studies
Teacher Researchers [3-0]

Action research places action at the center of research; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes "insider" status rather than assuming an outside, "detached" stance. Practitioners have used action research to answer questions about their community organizations, schools, and classrooms, as an assessment tool for intervention purposes. In this course, students will engage in action research, either in action or as a study of action research practices.

Prerequisite: EDFR 6300.

EDSS 6305: The Dynamics of Culture in a
Globalized Society [3-0]

This course will examine the multifaceted nature of culture, as well as major strands of theory and research in education, sociology, political science, history, and anthropology, as they connect to the teaching of culture. This approach will embed theories and instructional practices that promote multicultural approaches in a globalized society, as well as how they promote social justice and tolerance.

EDSS 6306: Educating for Democracy in a
Networked World [3-0]

Preparing teachers now includes the responsibility of fostering student engagement in social and civic issues. New demands born of a more networked world and web 2.0 practices now have expanded our view of participatory

citizenship. This course will examine ways that social studies educators can meet the opportunities and challenges of global citizenship, in order to promote youth's social and civic participation. The concept of democracy well shed light on practices that engender participatory citizenship in the community and the digital realms.

EDTC 6320: Instructional Technology [3-0]

This course provides a history and overview of the field of instructional technology. Demonstrations of technologies in different educational settings are explored. Practical and theoretical means for ascertaining the needs of learners, implementations of specific technologies to meet those needs, and assessment of effectiveness of those technologies in meeting learner's needs are presented.

EDTC 6321: Instructional Design [3-0]

This course uses an instructional systems design model to guide the student in systematically developing effective Instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced

EDTC 6340: Integration of Advanced
Technologies in Education
and Training [3-0]

This course emphasizes the use of current technologies for teachers/trainers including effective integration of: multimedia, web-based and Web 2.0 applications, and social media as reflected in scientifically-based research of instructional technology in online learning environments.

EDTC 6341: Student Centered Learning
Using Technology [3-0]

This course provides the teacher/trainer with the skills and conceptual knowledge for instructional design and development of student-centered learning activities in learning environments. The course also addresses critical issues in the instructional design and

development process, including effective modifications of instruction that uses advanced technologies for special needs students, and mentoring other faculty members.

EPSY 6304: Foundations of Learning,
Cognition and Human
Development [3-0]

Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EDFR 6302. **Prerequisite:** Admission to graduate school.

RLIT 6300: Foundations of Reading and
Digital Literacies [3-0]

This course focuses on research and theory related to New Literacy Studies and the foundations of digital literacy, while building on traditional literacies.

RLIT 6301: Digital Literacies and
Reading for Young Children [3-0]

This course focuses on digital literacies for young children of diverse linguistic and cultural backgrounds. Students will research digital literacies. They will reflect on instructional practices and materials involving traditional and digital literacies, as well as how digital literacies can impact change in educational contexts.

RLIT 6302: Adolescent Digital Literacies
and Reading [3-0]

Candidates learn and teach strategies to address the multi-modal literacy needs and practices of adolescents from diverse linguistic and cultural backgrounds across all content areas. Metacognitive and collaborative strategies for adolescents' 21st Century success are addressed.

RLIT 6303: Diverse Learner Digital
Literacies and Reading [3-0]

This course examines how diverse learners engage with traditional and digital literacies. Candidates understand: dyslexia, accessibility mandates, local support personnel, online privacy, language, background, and learning style needs. They develop differentiated online lesson plans and interventions for diverse K-12 learners, and ensure equitable multi-modal instruction and assessment.

RLIT 6306: Assessment in Digital
Literacies and Reading [3-0]

This course highlights reflective assessment and instruction in traditional and digital literacies. Candidates assess and teach diverse learners using formal and informal assessments. Candidates develop leadership skills, create and teach an online course, and interact with parents and struggling learners.

RLIT 6308: Digital Literacy and
Reading Leadership [3-0]

This course focuses on leadership in digital literacies and reflective practice in schools and programs serving linguistically and culturally diverse students. Students examine policy and research in organizational change, mentoring, and leading adult learners. Literacy and digital literacies program evaluation as well as parent and community involvement are highlighted.