Curriculum and Instruction

The Department of Curriculum and Instruction offers three majors in its undergraduate program: early childhood with specializations in preschool/primary and child and family services; elementary education; and secondary social science. A minor in child and family services is also available, as well as courses for those students pursuing the standard high school licensure program. The department offers programs to prepare teacher candidates to qualify for the following Illinois teaching licenses: Early Childhood Teacher Endorsement (for teaching ages 0-8); Elementary Teacher License (for teaching in grades 1-6); or High School Teacher License (for teaching in grades 9-12). Teacher candidates may enter the department (1) directly from within the College of Education and Human Services, (2) from the Exploratory Student Advisement program, (3) from other academic units, or (4) from other institutions of higher education.

Transfer courses to be considered toward specific Curriculum and Instruction program requirements will be reviewed for possible articulation by the Department of Curriculum and Instruction.

The Secondary Education, Early Childhood Preschool-Primary, Elementary Education, and Social Science programs in Curriculum and Instruction are accredited by the National Council for Accreditation of Teacher Education, and approved by the Illinois State Board of Education (ISBE).

EARLY CHILDHOOD MAJOR

This program encompasses the professional training needed to assume a variety of roles such as infant development specialists; early childhood teachers and administrators; teacher and parent educators; family service workers; and teachers of children in elementary schools (pre-kindergarten through second grade).

Early Childhood Major - Preschool/Primary Specialization

Teacher candidates interested in teaching children 0-8 years of age in private or state-approved settings may elect to participate in the early childhood major leading to an early childhood endorsement. Specifically designed to prepare future teachers of children up to the age of eight, this program will lead to the State of Illinois Professional Educator License.

There are sequential steps for advancement in the Preschool/Primary specialization of the Early Childhood major. Such advancement is based not only on continued satisfactory academic performance, but also on acceptable professional behaviors and competencies as reflected in the state standards for licensure (Illinois Professional Teaching Standards), the NAEYC Professional Teaching Standards, the Early Childhood Content Area Standards, and the Social Emotional Standards for all teachers. Teacher candidates are required to demonstrate their mastery of these standards through their performance in their courses and in the field.

Teacher candidates must satisfactorily complete the requirements for admission to the Teacher Education Program in order to begin their clinical practice in this major. CI 318A CI 318B and CI 405A CI 405B may not be taken more than two times, and teacher candidates must have the consent of the department to repeat these courses. Teacher candidates must earn a grade of C or better in EDUC 214 to enroll in CI 318A, CI 318B and CI 405A, CI 405B.

To be eligible for student teaching, teacher candidates must have attained a minimum grade point average of 2.75 in the major, attained a minimum overall grade point average of 2.75, and completed
the following courses with a grade of C or better: CI 317, CI 318A, CI 318B, CI 325, CI 337, CI 361, CI 388, CI 405A, CI 405B, CI 413, CI 418, CI 419, CI 426, CI 431, CI 432, CI 434, EDUC 211, EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 313, EDUC 308, EDUC 319, EDUC 401A, KIN 202, and SPED 412; have made preliminary application for student teaching; and be approved by the faculty of the early childhood major based on performance in the above courses. Applications for student teaching must be submitted within the first two weeks of the semester during which the teacher candidate is enrolled in CI 337.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>39</td>
</tr>
<tr>
<td>To include MATH 108; HED 101; POLS 114 and HIST 110; ENGL 101, ENGL 102; SCI 210A, SCI 210B; CMST 101; UCOL 101; EDUC 211; 3 credit hours in Fine Arts (Fine Arts options: AD 100A, AD 100B, AD 101; HIST 201; MUS 103; THEA 101), and 6 credit hours in Humanities (Humanities options: CLAS 270, CLAS 271; CP 358I; EA 102; ENGL 121, ENGL 204; HIST 101A, HIST 101B, HIST 358I; LING 200; MATH 300I; PHIL 307I).</td>
<td></td>
</tr>
<tr>
<td>Preschool/Primary Specialization Requirements</td>
<td>56</td>
</tr>
<tr>
<td>CI 317, CI 318A, CI 318B, CI 325 or AD 328, CI 337, CI 361, CI 388, CI 405A, CI 405B, CI 413, CI 418, CI 419, CI 426, CI 431, CI 432, CI 434; MATH 120, MATH 220; KIN 202; and SPED 412.</td>
<td></td>
</tr>
<tr>
<td>Professional Education Sequence</td>
<td>27</td>
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<tr>
<td>EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 313, EDUC 308, EDUC 319, EDUC 401A.</td>
<td></td>
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<tr>
<td>Total</td>
<td>122</td>
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</tbody>
</table>

**Early Childhood Major - Child and Family Services Specialization**

The child and family services specialization offers preparation leading to a variety of positions involving work with children and families in early childhood programs and social service agencies. Such positions may include: administrator and/or teacher in non-public school programs, including child care centers; child development specialist; infant-toddler teacher; child life specialist in hospital; family life specialist in social service agencies; specialist in parent education; and parent liaison and family advocate.

There are sequential steps for advancement in the Child and Family Services specialization of the Early Childhood major. Such advancement is based not only on continued satisfactory academic performance, but also on acceptable professional behaviors that the faculty deem essential for competent and effective work with children and families. In order to assess mastery of these behaviors, students are evaluated on their performance in their courses and in the field.

An overall minimum GPA of 2.5 is required to register for the following major courses: CI 318A, CI 318B, CI 405A, CI 405B, CI 417, and CI 419. Students must earn a grade of C or better in EDUC 214 to enroll in CI 318A, CI 318B, and CI 405A,B. CI 318A,B, CI 395, CI 405A,B, and CI495 may not be taken more than two times, and students must have the consent of the department to repeat these courses.

To be eligible for the internship, the student must have attained a minimum GPA of 2.5 in the major, an overall GPA of 2.0, have completed CI 227, CI 317, CI 318A, CI 318B, CI 327, CI 337, CI 395, and CI
405A, CI 405B with a grade of C or better, and have consent of the field experience instructor. A minimum of twelve semester hours of coursework from one of the recommended elective areas is also required prior to enrollment in the internship.

<table>
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<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>41</td>
</tr>
<tr>
<td>To include: EDUC 214; PSYC 102</td>
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</tr>
<tr>
<td>Child and Family Specialization Requirements</td>
<td>50</td>
</tr>
<tr>
<td>CI 227, CI 317, CI 318A, CI 318B, CI 327, CI 337, CI 395, CI 402, CI 403, CI 405A, CI 405B, CI 417, CI 419, CI 495</td>
<td>41</td>
</tr>
<tr>
<td>PSYC 331</td>
<td>3</td>
</tr>
<tr>
<td>HED 351</td>
<td>3</td>
</tr>
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<td>SPED 300</td>
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<tr>
<td>Electives</td>
<td>29</td>
</tr>
<tr>
<td>Recommended for Early Childhood Program Director: The following 21 hours are required for the Illinois Director Credential: CI 418, 487; ACCT 210; ENGL 291, FIN 270; MGMT 350; SOCW 383. Other recommended electives include CI 325, CI 421, CI 498H, CI 498Q, PSYC 303; SOCW 275.</td>
<td></td>
</tr>
<tr>
<td>Recommended for Child Development Specialist: CI 325, CI 413, CI 498H; REHB 401, REHB 407; SOCW 291, SOCW 275, SOCW 295, SOCW 361, SOCW 383; SPED 425, SPED 412, SPED 405.</td>
<td></td>
</tr>
<tr>
<td>Recommended for Parent Educator: CI 325, CI 413, CI 498H; HED 312; PSYC 306, PSYC 331; SOC 302, SOC 321; SOCW 275, SOCW 295, SOCW 383, SOCW 421; SPED 425.</td>
<td></td>
</tr>
<tr>
<td>Recommended for Social Service Specialist: CMST 201, CMST 262, CMST 383; CI 498H; PSYC 301, PSYC 303, PSYC 331, PSYC 333; SOC 321, SOC 340, SOC 423; WGSS 201, WGSS 341, WGSS 442.</td>
<td></td>
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<tr>
<td>Total</td>
<td>120</td>
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</table>

Graduates of Shawnee Community College with an Associate in Applied Science (A.A.S.) degree in Early Childhood Education and meeting SIU admission requirements will be considered for admission into SIU's Bachelor of Science (B.S.) degree in Early Childhood-Child and Family Services Specialization through the Capstone Option. Acceptance into the Capstone Option reduces the University Core Curriculum to 30 hours and makes it possible for the student to complete the degree in approximately 60 additional hours beyond the earned A.A.S. degree.
Elementary Education Major

A Bachelor of Science degree with a major in elementary education entitles students to apply for the State of Illinois Professional Educator License with an Elementary Education endorsement, which will allow them to teach in first grade through sixth grade.

Admission. All students who plan to major in Elementary Education must apply to the Teacher Education Program in the College of Education and Human Services. To be eligible for the Curriculum and Instruction methods courses and the Professional Education Sequence, elementary education majors must (1) be admitted to the Teacher Education Program; (2) have completed 30 semester hours with an overall grade point average of 2.75 (4.0 scale); and (3) have obtained a satisfactory score on the Illinois Test of Academic Proficiency or ACT+. In addition, elementary education majors entering the methods/professional sequence must have successfully completed the following University Core Curriculum courses with a grade of C or better: (a) POLS 114, HIST 110 and (b) ENGL 101, 102, CMST 101, SCI 210A and B, and CI/MATH 120, MATH 220, or equivalent.

Advancement. Advancement in the major is based not only on continued satisfactory academic performance (grade of C or better for methods and professional sequence courses), but also on acceptable professional behaviors and competencies as reflected in the state standards for licensure: the Illinois Professional Teaching Standards, Elementary Education Standards, and Social Emotional Standards for all teachers. These standards are deemed essential for competent and effective educators. Students are required to demonstrate their achievement of these standards through their performance in their courses and in the field. The elementary education program is designed to be taken over four semesters with each semester containing a field experience.

To continue in the elementary education program, a student must maintain a 2.75 GPA in the major, earn a C or better in the elementary and professional core courses, and demonstrate appropriate progress toward meeting the Illinois Professional Teaching and Content standards. Students in the elementary education major may repeat the same Curriculum and Instruction course only once. Students must have the consent of the department to register for a repeat course.

To be eligible for the professional semester (student teaching), and completion of the program, the student must have attained a minimum grade point average of 2.75 in the major and a minimum overall grade point average of 2.75; completed CI 388, CI 389, and CI 325, CI 337, CI 361, CI 362, CI 418, CI 419, CI 426, CI 427, CI 431, CI 432, CI 433, and CI 434 with a grade of C or better; have made application for the professional semester; and be approved by the department based on performance in all major courses.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
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<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>39</td>
</tr>
<tr>
<td>To include MATH 108; HED 101; ENGL 101, 102; SCI 210A,B; POLS 114; HIST 110; EDUC 211; CMST 101; UCOL 101; 3 credit hours in Fine Arts (Fine Arts options: AD 100A, AD 100B, AD 101; HIST 201; MUS 103; THEA 101), and 6 credit hours in Humanities (Humanities options: CLAS 270, CLAS 271; CP 358I; EA 102; ENGL 121, ENGL 204; HIST 101A, HIST 101B, HIST 358I; LING 200; MATH 300I; PHIL 307I).</td>
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<tr>
<td>Elementary Education Major Requirements</td>
<td>54</td>
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<tr>
<td>CI 388, CI 389; CI 325 or AD 328; CI 337, CI 361, CI 362, CI 418, CI 419, CI 426, CI 427, CI 431, CI 432, CI 433, CI 434; KIN 202; CI/MATH 120, MATH 220, MATH 282.</td>
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</tbody>
</table>
Social Science Major

A Bachelor of Science degree in Social Science Education prepares students to qualify for the State of Illinois Professional Educator License with a Social Science-History endorsement. The second option is a Bachelor of Arts Degree in History (see History Department). All teacher candidates pursuing a Social Science Major in the College of Education and Human Services will work toward a designation in history, and they will select an additional concentration in geography or political science.

The complex nature of our competitive, pluralistic society mandates social science curricula, which prepares future citizens to comprehend and adjust to a changing social environment. The goal of the social science program is to prepare guiding middle school/junior high and senior high school students to live as effective citizens in a democratic society. Content and professional coursework provide the foundation used in the social science methods course, where teaching methods and strategies are explored and experienced. A series of clinical practices provide the Social Science major an opportunity to use the knowledge and skills acquired in the program. A cooperating teacher or mentor teacher, if the person has had mentor training, and a clinical supervisor will assist the teacher candidate to blend knowledge and skills with the adolescent behavior and curriculum needs.

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<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
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<tr>
<td>To include GEOG 103 and HIST 301 as Core Social Science; GEOG 104 as Group I Science; HIST 101A and HIST 101B as Core Advanced Humanities substitutes; HIST 300 as Core Multicultural substitute.</td>
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<tr>
<td>Requirements for a Designation in History</td>
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<tr>
<td>HIST 367</td>
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<tr>
<td>HIST 392</td>
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</tr>
<tr>
<td>Three additional 400 level U.S. history courses</td>
<td>9</td>
</tr>
<tr>
<td>Two additional 300-400 level non-U.S. history courses</td>
<td>6</td>
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<tr>
<td>Requirements for Social Science Major</td>
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<tr>
<td>ECON 113; ECON 240 or ECON 241; POLS 114; POLS 170 or POLS 270; PSYC 102; or SOC 108</td>
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<td>Additional Requirements for Social Science Concentration</td>
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### Degree Requirements

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<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>POLS 213 or POLS 214; POLS 300 OR GEOG 304;</td>
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<tr>
<td>GEOG 310I/GEOG 300I</td>
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<td>Education Requirements</td>
<td>39</td>
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<tr>
<td>Professional Education Requirements</td>
<td>30</td>
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<td>EDUC 301, EDUC 302, EDUC 303, EDUC 308, EDUC</td>
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<tr>
<td>311, EDUC 313, EDUC 314, EDUC 319, EDUC 401A</td>
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<tr>
<td>Additional Licensure Requirements</td>
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<tr>
<td>Additional Licensure Requirements - CI 360, CI 469, CI</td>
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<tr>
<td>470</td>
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<tr>
<td>Total</td>
<td>125</td>
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</table>

### Child and Family Services Minor

The minor in child and family services is designed to provide students with basic knowledge in early childhood and family studies. The selection of coursework is flexible so that courses can be adapted to the special interests of students with diverse backgrounds and goals. Students are expected to honor all prerequisites in their selection of courses. A minimum of 18 hours of coursework is required as follows:

CI 227, EDUC 214 - 6; electives to be chosen from the following: CI 317, CI 327, CI 337, CI 390H, CI 390Q, CI 403, CI 413, CI 419, CI 498H, CI 498Q - 12.

### Curriculum and Instruction Courses

**CI112 - Strategic Reading Lab** 112-1 Strategic Reading Lab. The strategic reading lab assists students in mastering the strategies necessary to interact with and comprehend college text(s). The lab is taught in conjunction with ENGL 101 so that students can become more aware of their reading and writing behaviors. The lab focuses on strategies with text(s) and critical analysis of text(s).

**CI120 - Math for Elem School I** 120-3 Mathematics Content and Methods for Elementary School I. (Same as MATH 120) Modern approaches to mathematics instruction for the elementary grades. Mathematics content includes problem solving, intuitive set theory, development of whole numbers, integers and rational numbers and the fundamental arithmetic operations. Place value, Prime numbers and divisibility properties. Computation includes students’ informal mathematics, mental computation and estimation, algorithms and the appropriate use of calculators. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Three hours lecture/laboratory per week. Prerequisite: Three years of college preparatory mathematics including Algebra I, Algebra II and Geometry and satisfactory placement score.

**CI199 - Intro College Research** 199-1 Introduction to College Research. Use of resources such as the library, electronic databases, and the Internet in order to find, evaluate, and use information effectively, efficiently, and ethically. Students will learn to determine the extent of the information needed, as well as learn to use software tools to manage their research.

Elementary geometry. Triangles, quadrilaterals, polygons, angles associated with a polygon. Reflectional
Conversion of measurements. Emphasis is placed throughout on reasoning, multiple representations
of mathematical concepts, making connections and communication. Prerequisite: C or better in CI 120,
Mathematics 120 or equivalent.

CI227 - Relationships & Family Develop 227-3 Intimate Relationships and Family Development. (Same
as WGSS 286) [University Core Curriculum] [IAI Course: S7 902] This course will explore topics related
to intimate relationships, including attraction, communication, dating, cohabitation, marriage and conflict.
Study of changing patterns in family living throughout the family life cycle and the dynamic relationships
within families. Students will critically evaluate current theory and research concerning the elements of
family relationships.

CI237 - Early Child Development I 237-3 Early Child Development I. This introductory course in
child development surveys major milestones in children’s social, emotional, physical, and intellectual
development. Students are exposed to current developmental theories, as well as practices
recommended for parents and teachers to support healthy development in children from infancy through
the primary grades.

CI258 - Credit for Work Experience 258-1 to 4 Credit for Work Experience. This course includes work
experiences relevant to the student’s major program, such as work in child care centers, teacher’s aid in
public school, or with federal, state, or local agencies or programs that deal with children. Prerequisite:
12 semester hours completed with a grade of B or better in the student’s major area of concentration in
the Curriculum and Instruction department and consent of Curriculum and Instruction Academic Affairs
Committee.

CI317 - Guiding Play 317-3 Guiding Play and Building Learning Communities. Focuses on play as an
integral part of child’s learning. Covers play theory and design of the learning environment. Learning
how to promote prosocial behaviors through supportive relationships and environments within diverse
settings and guide self-regulation, prosocial development and task engagement of children. Emphasis on
appropriate ways to guide children in their play activities and routines, and ways to develop creativity in
children. Requires several independently scheduled observations of children’s play in the campus Child
Development Laboratories.

CI318A - Early Childhood Curriculum 318A-3 Early Childhood Curriculum. This class will prepare
students to plan optimal learning environments for preschool children. Emphasis is placed on integrated
learning and appropriate instructional methods in language, literacy, social studies, math and science.
Students are required to have concurrent enrollment in CI 318B. Prerequisites: C or better in EDUC 214
and CI 317. Consent of the instructor is required for non-early childhood majors and graduate students.

CI318B - Clinical Exp Early Child Curr 318B-1 Clinical Experiences in Early Childhood Curriculum.
This practicum will prepare students to work in optimal learning environments for preschool children.
Participation is one-half day per week for the semester at the SIU Child Development Laboratories.
Students are required to have concurrent enrollment in CI 318A. Prerequisites: C or better in EDUC 214
and CI 317. Consent of instructor is required for non-early childhood majors and graduate students.

CI321 - Math for Elem School III 321-3 Mathematics Content and Methods for the Elementary
School III. (Same as MATH 321) Modern approaches to mathematics instruction for the elementary
grades. Mathematics content focuses on: straight-edge and compass construction. Justification and
proof of geometric properties. Three-dimensional geometry. Coordinate geometry. Transformations
expressed in coordinate notation. Analysis of linear relationships geometrically and algebraically.
Modeling various “real-world” situations by linear equations and inequalities. Setting up and solving
equations and inequalities. Exploration of statistical data. Representation of data, interpretation of data,
misrepresentation of data. Introduction to the fundamental ideas of statistics; measures of spread and
central tendency. Introduction to the fundamental concepts of probability. Counting techniques needed
for calculating probabilities. Dependent and independent events. Conditional probability. Odds, expected
value. Simulation. Emphasis is placed throughout on reasoning, multiple representations of mathematical
concepts, making connections and communication. Prerequisite: C or better in CI 220, Mathematics 220 or equivalent.

CI322 - Math for Elem School IV 322-3 Mathematics Content and Methods for the Elementary School IV. (Same as MATH 322) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: algebra and algebraic thinking, geometry, relations and functions and their applications to real-life problems. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Prerequisite: C or better in CI 321 or Mathematics 321.

CI324 - Teach Tools Early Child Clssrm 324-3 Teaching Tools for the Early Childhood Classroom. In this course, students will learn to use multimedia technology and group management strategies appropriate for Kindergarten through third grade classrooms. They will develop professional leadership and collaboration skills and apply professional standards to analyze and reflect on their work. Prerequisite: admission to the Teacher Education Program, CI 318 or concurrent enrollment in CI 318, or consent of instructor.

CI325 - Young Children and the Arts 325-3 Young Children and the Arts. The development of creativity in young children. Methods and curriculum that foster creativity in graphic expression, music and creative movement among preschool and primary school children.

CI327 - Family Studies 327-3 Family Studies. Study of changing patterns in family living throughout the family life cycle. Insights into common current family problems typical of each stage of the family life cycle. Prerequisite: CI 227.

CI337 - Child Dev Assessment 337-3 Assessment of Child Development. Study of the major theories of child development and children’s development in the areas of physical development, perceptual development, cognitive development, language development, social, and emotional development. Students will develop observational strategies for studying, understanding, and assessing children’s development and learn various approaches to assessment of development and learning in young children. Each student will perform an "authentic" assessment. Prerequisite: EDUC 214 (C or better).

CI360 - Tch Read Write Secndy Content 360-3 Teaching Reading and Writing in the Secondary Content Areas. State and national standards for teachers require that teachers know and demonstrate a wide range of literacy methods and skills to promote effective and appropriate classroom communication. This course provides teachers with the knowledge and skills to teach reading and writing in the secondary content areas. Restricted to admission to the Teacher Education Program or consent of instructor.

CI361 - SS Teach Methods PreK-4 361-3 Social Studies Teaching Methods (PreK-4th Grade). This course emphasizes the structure, content, and process of teaching social studies in Prekindergarten through 4th grade classrooms. Teacher candidates develop short-term and long-term instructional plans that integrate content areas, address the needs of diverse learners, engage students in the processes of critical thinking, and facilitate effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning. Early Childhood majors must take CI 318A,B prior to taking this course. Prerequisite: CI 431.

CI362 - ELED ML SS Methods 4-8 362-3 Teaching Elementary/Middle Level Social Studies Methods, Grades 4-8. This course emphasizes the structure, content, and process of teaching social studies/social sciences in the elementary/middle level school setting, especially grades 4-8. Specific attention is given to the fundamentals of developing social studies/social sciences content knowledge, literacy skills and objectives, planning interdisciplinary units of instruction (IDU), integrating various instructional strategies and methods to meet the diverse learning needs in the elementary/middle level setting, developing a general teaching model, organizing the curriculum, assessing learning processes, and facilitating effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning, as well as designing multi-tiered interventions. Prerequisite: CI 361.

CI388 - Int Math Cont & Methods P-4 388-3 Integrated Math Content and Methods for Teachers (PreK-4th Grade). (Same as MATH 388) This course is designed for early childhood and elementary school teachers, focusing on Preschool through 4th grade mathematics content and methods. Math content covers the developmental progression of concepts and skills in counting and cardinality, numbers and operations in base-ten system, algebraic thinking, fractional reasoning, measurement and data,
and geometry. Methods of math teaching are integrated with the delivery of math content. The course showcases standards-based mathematical practices including problem solving, mathematical modeling, communication and justification, use of tools and technology, assessment and intervention, diverse learner support, building supportive math environments, lesson planning, and making interdisciplinary connections. Prerequisite: CI/MATH 220.

CI389 - Int Content & Methods 4-8 389-3 Integrated Math Content and Methods for Teachers (4th-8th Grade). (Same as MATH 389) Designed for elementary and middle school teachers, focusing on 4th-8th grade math content and methods. Math content covers the developmental sequence of grade-appropriate mathematical concepts and skills in number systems, operations and algebraic thinking, ratios and proportional relationships, expressions and equations, functions and applications, measurement and data analysis, statistics and probability, and geometry. Methods of math teaching are integrated with delivery of math content. The course showcases standards-based mathematical practices including problem solving, mathematical modeling, communication and justification, use of tools and technology, informative assessment, meeting the needs of diverse learners, building supportive math environments, lesson planning, and making interdisciplinary connections. Co-requisites: EDUC 302 and EDUC 319. Prerequisites: CI 388, MATH 108, and MATH 282 with grades of C or better.

CI390A - Readings - Curriculum 390A-1 to 3 Readings-Curriculum. In-depth reading in various areas of education as related to the field of curriculum. Special approval needed from the instructor.

CI390C - Readings - Language Arts 390C-1 to 3 Readings-Language Arts. In-depth reading in various areas of education as related to the field of language arts. Special approval needed from the instructor.

CI390D - Readings - Science 390D-1 to 3 Readings-Science. In-depth reading in various areas of education as related to the field of science. Special approval needed from the instructor.

CI390E - Readings - Mathematics 390E-1 to 3 Readings-Mathematics. In-depth reading in various areas of education as related to the field of mathematics. Special approval needed from the instructor.

CI390F - Readings - Reading 390F-1 to 3 Readings-Reading. In-depth reading in various areas of education as related to the field of reading. Special approval needed from the instructor.

CI390G - Readings- Social Studies 390G-1 to 3 Readings-Social Studies. In-depth reading in various areas of education as related to the field of social studies. Special approval needed from the instructor.

CI390H - Readings-Early Childhd Educ 390H-1 to 3 Readings-Early Childhood Education. In-depth reading in various areas of education as related to the field of early childhood education. Special approval needed from the instructor.

CI390I - Readings-Elementary Educ 390I-1 to 3 Readings-Elementary Education. In-depth reading in various areas of education as related to the field of elementary education. Special approval needed from the instructor.

CI390J - Readings-Middle School 390J-1 to 3 Readings-Middle School. In-depth reading in various areas of education as related to the field of middle school. Special approval needed from the instructor.

CI390M - Readings - Instruction 390M-1 to 3 Readings-Instruction. In-depth reading in various areas of education as related to the field of instruction. Special approval needed from the instructor.

CI390N - Readings-Educational Media 390N-1 to 3 Readings-Educational Media. In-depth reading in various areas of education as related to the field of educational media. Special approval needed from the instructor.

CI390O - Readings-Environmental Educ 390O-1 to 3 Readings-Environmental Education. In-depth reading in various areas of education as related to the field of environmental education. Special approval needed from the instructor.

CI390Q - Readings-Family Studies 390Q-1 to 3 Readings-Family Studies. In-depth reading in various areas of education as related to the field of family studies. Special approval needed from the instructor.
CI393A - Indiv Research Educ-Curriculum 393A-1 to 6 Individual Research in Education-Curriculum. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393C - Indiv Res Educ-Language Arts 393C-1 to 6 Individual Research in Education-Language Arts. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393D - Indiv Research in Educ-Science 393D-1 to 6 Individual Research in Education-Science. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393E - Indiv Research Ed-Mathematics 393E-1 to 6 Individual Research in Education-Mathematics. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393F - Indiv Research Educ-Reading 393F-1 to 6 Individual Research in Education-Reading. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393G - Indiv Res Educ-Social Studies 393G-1 to 6 Individual Research in Education-Social Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393H - Ind Res Edu-Early Childhood 393H-1 to 6 Individual Research in Education-Early Childhood. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393I - Indiv Res Ed - Elementary Ed 393I-1 to 6 Individual Research in Education-Elementary Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393J - Indiv Res in Ed-Middle School 393J-1 to 6 Individual Research in Education-The Middle School-Junior High School. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393M - Indiv Res Educ-Instruction 393M-1 to 6 Individual Research in Education-Instruction. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393N - Ind Res Ed- Educational Media 393N-1 to 6 Individual Research in Education-Educational Media. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393O - Indiv Res Ed-Environmental Ed 393O-1 to 6 Individual Research in Education-Environmental Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor’s degree. Special approval needed from the instructor.

CI393Q - Ind Res Educ-Family Studies 393Q-1 to 6 Individual Research in Education-Family Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member
of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

CI395 - Field Observation 395-3 Field Observation. This course focuses on the development of professional skills in work with young children and families and the exploration of career opportunities within Child and Family Services. Students will participate in practical experiences in social service agencies and early childhood programs, completing two 7-week half-day practicum experiences in different community settings. Restricted to the major.

CI401 - Games & Simulations 401-6 (3,3) Designing Digital Games and Simulations. This course focuses on the design and development of simulated environments (such as digital games and virtual worlds) and how they may be used for the delivery of online learning and instruction. The production process will focus on the use of suitable technologies and game development toolkits to create immediately usable prototypes for learning showcases.

CI402 - Study of Cultural Diversity 402-3 The Study of Cultural Diversity in Education and Family Services. The student examines origins, characteristics of behavior, learning patterns, family constellations, and lifestyles of the diverse cultural groups in our community, state, and nation. Students will identify their own cultural background and biases; recognize diversity resulting from ethnic origin, gender, age, or disability; and experience ways of learning about cultures other than their own that promote constructive communication and integration into all aspects of schooling, teaching, and family services.

CI403 - Child Abuse and Neglect 403-3 Child Abuse and Neglect. Examines the many facets of child abuse and neglect. Emphasis is on current research in the field, as well as the roles and responsibilities of various professionals who work with children and their families.

CI404 - Infant Development 404-3 Infant Development. Current theories and knowledge concerning growth and development of infants with related laboratory field observations. Prerequisite: CI 237 or PSYC 301 or equivalent.

CI405A - Infant & Toddler Development 405A-3 Infant and Toddler Development. This course is designed to be an overview of theoretical and research-based understandings of infant development. Principles of development as well as dynamics of human behavior and relations will be explored. A topical approach is taken to allow the understanding of how broad concepts of development apply to infant development. Application of developmental knowledge involved for working with infants and toddlers. Students are required to have concurrent enrollment in CI 405B. Prerequisites: C or better in EDUC 214, CI 317, CI 318A and CI 318B.

CI405B - Infant & Toddler Practicum 405B-1 Infant and Toddler Practicum. This practicum will prepare students to conceptualize and implement optimal learning environments for infants and toddlers. Participation is one half day per week (fall and spring) or two half days per week (summer). Students are required to have concurrent enrollment in CI 405A. Prerequisites: C or better in EDUC 214, CI 317, CI 318A, and CI 318B.

CI406 - Learning Design & Tech 406-3 Foundations of Learning Design and Technology. This course provides students with an overview of the issues related to instructional technology and system design. Historical perspectives, current practice, emerging trends, and future development in the field, as well as research philosophies and methods to appropriate digital technologies into learning and training will also be discussed.

CI407C - Diagnostic Tch Strty Lang Arts 407C-3 Diagnostic Teaching Strategies for Classroom Teachers-Language Arts. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: CI 423 or consent of instructor.

CI407E - Diagnostic Teach Strategy-Math 407E-3 Diagnostic Teaching Strategies for Classroom Teachers-Mathematics. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: CI 322 or consent of instructor.

CI407F - Diagnostic Tch Stratgy-Reading 407F-3 Diagnostic Teaching Strategies for Classroom Teachers-Reading. Diagnostic instruments and teaching techniques with an emphasis on understanding
and teaching students underachieving. Prerequisite: CI 432 and CI 433 with grades of C or better or consent of instructor.

**CI408 - Issue Early Intervention** 408-3 Current Issues in Early Intervention. This course will examine developmental ecology of early intervention and the dynamic processes by which children and their environments interact. A comprehensive overview of the knowledge base and critical assessment and implementation strategies of early childhood intervention along with intervention models and appropriate practice will be covered. Prerequisites: CI 237, SPED 405 or consent of instructor.

**CI409 - Creative Teaching** 409-3 Creative Teaching. To assist pre- and in-service teachers in acquiring methods and materials that will improve instruction in the public school classroom, with special attention to the characteristics and needs of students.

**CI410 - Creative Writing-Public School** 410-2 Creative Writing in the Public School. Techniques of encouraging creative writings in the schools.

**CI411 - Research after College** 411-1 Research after College. This course will acquaint students with theoretical concepts and professional resources relating to post-university research. This class will utilize professional and free resources that students will have access to after they graduate. Students will leave this class prepared to conduct research for professional or personal advancement as well as lifelong learning. Critical analysis of materials and resources will be strongly emphasized in the course.

**CI412C - Early Child Educ-Language Arts** 412C-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Language Arts. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

**CI412D - Early Childhood Educ-Science** 412D-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Science. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

**CI412E - Early Childhood Educ - Math** 412E-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Mathematics. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

**CI412F - Early Childhood Educ-Reading** 412F-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Reading. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

**CI412G - Early Child Educ-Social Studies** 412G-3 Improvement of Instruction in Early Childhood Education (Preschool-Grad Grade 3)-Social Studies. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

**CI413 - Lang Devlpmnt Young Child 0-8** 413-3 Language Development of the Young Child, 0-8. (Same as CDS 303) The normal language development and communication skills of the young child will be the focus of this course; attention will be given to an integrated, holistic philosophy toward development and learning in young children ages 0-8. Specifically focusing upon social and environmental influences on the development of language and literacy, students will observe, listen, record, and analyze samples of young children’s communication. Prerequisite: CI 237 or PSYC 301 or graduate standing.

**CI415 - Teaching Middle School Math** 415-3 Teaching Middle School Mathematics [Grades 4-8]. Examines current approaches to middle school mathematics and the use of meaningful instructional materials, quantitative literacy, and technologies for problem solving. Students will share experiences and design activities for classroom use. Prerequisite: CI 322 and an overall GPA of at least 2.75, or consent of instructor.

**CI417 - Admin Early Chldh & Fam Prgrms** 417-3 Administration of Early Childhood and Family Programs. This course introduces students to the planning, organizing and daily management of
programs serving young children and their families. Topics will include funding/budgeting, staffing, programming, and evaluation. Prerequisite: CI 318.

CI418 - Critical Issues in Teaching 418-3 Critical Issues in the Profession of Teaching. This course explores the philosophical, social, and psychological foundations of teaching. Students will critically examine the forces that have influenced education at various historical periods. Students will become familiar with the perspective of critical pedagogy in understanding educational decision-making. Students will explore educational contexts that promote optimal learning and development for all students while considering the complexity and multiplicity of cultural variables and identities (e.g., ethnic, linguistic, racial, gender, physical abilities, socioeconomic, etc.). Students will explore, critically analyze, and express a personal philosophy of education. Prerequisite: EDUC 319.

CI419 - Child Fam Comm Engagement 419-3 Child, Family, and Community Engagement. This course is designed to provide students with the knowledge and skills needed to work successfully with families and caregivers in individual and community settings. The focus will be on strengthening relationships within and between home, school and community settings. Family engagement in early childhood programs and elementary schools will be stressed. Co-requisite: EDUC 319.

CI421 - Build Family Literacy Programs 421-3 Building Family Literacy Programs. This course will provide an in-depth look at family literacy. Emphasis is on the history and foundations of family literacy, related research, program models, programming, evaluation and funding. Designed for both the experienced and the developing family literacy professional. Prerequisite: CI 419.

CI422 - Teach Reading in Elem School 422-3 Teaching Reading in the Elementary School. Examination of the reading process with emphasis on the factors and conditions that affect reading. Emphasis also on the formulation of a philosophy of reading and its implications in relation to methods, materials, organizational procedures, and evaluation techniques. Enrollment restricted to consent of department.

CI423 - Tch Elem School Eng Lang Arts 423-3 Teaching Elementary School English Language Arts. This course covers the oral and written communication processes with emphasis on the English language arts in the elementary school. Focus on the fundamentals of academic and social language of all users of English. Effective planning, delivery, and assessment of literacy lessons align with the Illinois Common Core learning standards for writing, speaking and listening, and reading and that accommodate all learners in the elementary classroom, including English Language Learners (ELL) and students with Individualized Education Programs (IEP). Prerequisite: Communication Studies 101 or equivalent, C or better in CI 321 and CI 435, or consent of instructor. Note: Elementary Education majors must take CI 422 concurrently with this class.

CI426 - Teach ELEM Science P-4 426-3 An Introduction to Teaching Elementary School Science (PreK-4th Grade). Content and methods of elementary school science, grades P-4. Emphasis on materials and strategies for effective science education. One or more field trips. Prerequisites: SCI 210A, and SCI 210B. Restricted to students already admitted to the Teacher Education Program.

CI427 - Science for Teachers 4-8 427-3 Science Process and Concepts for Teachers (4th-8th Grade). Specifically designed to develop those cognitive processes and concepts needed by elementary and middle level teachers in the teaching of modern science programs. Prerequisite: CI 426, SCI 210A, and SCI 210B.

CI428 - Inqry Skls:Tchng Jr Sr HS Sci 428-3 Inquiry Skills for Teaching Junior and Senior High School Science. The major focus will be the application of inquiry skills as used in all areas of science instruction at the junior and senior high school levels; students will be expected to demonstrate mastery of basic and integrated science process skills through conducting and reporting results of science investigations.

CI429 - Instr Methods Primary Child 429-3 Instructional Methods for the Primary Child: Social Studies and Science. Emphasis on creating optimum learning environments, planning for instruction, models of teaching, integrated learning and appropriate instructional methods in science and social sciences, grades 1-3. Concurrent enrollment in CI 430 required. Prerequisites: CI 318A,B, CI 324, or consent of instructor.

CI430 - Instr Strat Primary Child Math 430-3 Instructional Strategies for the Primary Child: Mathematics. Emphasis on creating optimum learning environments, integrated learning and appropriate
instructional methods in the content area of mathematics, grades 1-3. Concurrent enrollment in CI 429 required. Prerequisite: CI 318A,B, CI 324, with grades of C or better, or consent of instructor.

CI431 - Lit Foundations & Instr Models 431-3 Literacy Foundations and Instructional Models. This course provides teacher candidates with the theoretical knowledge necessary to critically examine various models of literacy instruction. It introduces the reading process, including the relationship between reading, writing, listening, and speaking; the importance of differentiating instruction for all learners; and how to select appropriate literature for use in early childhood, elementary, and middle level classrooms. Co-requisites: EDUC 301 and EDUC 313. Restricted to students already admitted to the Teacher Education Program.

CI432 - Lit Dev & Assess PreK-4 432-3 Literacy Development and Assessment (PreK-4th Grade). This course explores the variables that affect literacy development at the P-4 level. Teacher candidates will learn to employ all four strands of the English/language arts (reading, writing, speaking, and listening) to teach literacy concepts and strategies across the curriculum to accommodate all learners in culturally responsive classrooms. Emphasis will be placed on an understanding of the reading and writing process; the content of literacy instruction; and scientifically based literacy research, methods, and materials used in balanced reading instruction and assessment. Prerequisite: CI 431. Co-requisite: EDUC 302 and EDUC 319.

CI433 - Inst & Assess Adol Lit 433-3 Instruction and Assessment of Adolescent Literacy. This course explores the variables that affect literacy development at the middle level (4th-8th grade). Emphasis will be placed on an understanding of the reading and writing process; the content of literacy instruction; and scientifically based literacy research, methods, and materials used in balanced literacy instruction and assessment. There is a focus on language and literacy demands within the content areas, needs of culturally and linguistically diverse adolescent learners, and the identification of adolescents who have literacy challenges. Prerequisite: CI 432. Co-requisite: EDUC 303 and EDUC 308.

CI434 - Diag Lit Assess & Intervention 434-3 Diagnostic Literacy Assessment and Intervention. This course surveys the principles and practices of literacy assessment. Teacher candidates examine diagnostic approaches and instructional strategies that teachers employ when working with individuals who struggle with learning to read and write. There is an emphasis on the causes of reading and writing difficulties and the contribution of factors such as cultural differences, linguistic variation, student motivation, various disabilities, and instructional approaches. It focuses on diagnostic techniques and the use of dynamic assessment to inform the design, monitoring, and evaluation of literacy instruction. Prerequisite: CI 432. Co-requisites: EDUC 303 and EDUC 308.

CI435 - Lit & Info Text Child & Adlsts 435-3 Literature and Informational Texts for Children and Early Adolescents. Students will engage with studies of various types of literature and informational texts as well as text exemplars from the common core initiative; analysis of literary qualities; selection of literature for various developmental needs of children in preschool, elementary school, and middle level settings; and research-based presentations of books and other media for use in various school settings. Prerequisite: C or better in English 101 and 102, and overall GPA of 2.75; or consent of instructor. Restriction: Admittance to the Teacher Education Program. Lab fee: $10.

CI441 - Multicultural Lit Children 441-3 Multicultural Literature for Children. Identification, selection and evaluation of books and audiovisual materials dealing with various cultural groups such as African Americans, Asian Americans, Native Americans, Hispanic Americans and European Americans.

CI445 - Lit & Info Texts Young Adults 445-3 Literature and Informational Texts for Young Adults. This course introduces quality literature and informational texts for young adults (grades 6-12). Students will engage with genres and authors of young adult literature, text exemplars from the common core initiative, cross-curricular rationales and differentiated instructional methodologies for integrating young adult literature with content and other text.

CI460 - Tch Read/Write Middle Grades 460-3 Teaching Reading and Writing in the Middle Grades. Familiarizes middle grade teachers with issues relevant to instruction in literacy skills essential to learning in any subject area. Students will demonstrate personal competency relevant to these skills and understanding of strategies for identifying problems and developing literacy competencies in young
adolescents. Prerequisite: CI 432 and CI 433 (for elementary majors), CI 360 (for secondary majors), with grades of C or better, or consent of instructor.

**CI462 - Middle & Jr High Sch Programs** 462-3 Middle and Junior High School Programs. Focuses on the development of middle and junior high school curriculum and the identification of instructional activities for early adolescents. Emphasis is placed on development of literacy strategies, developmentally appropriate teaching strategies, interdisciplinary unit planning, teaming, and technologies and materials appropriate for teaching early adolescents, ages 10-14. Prerequisite: EDUC 313 or consent of instructor.

**CI463 - Soc/Emotn Needs of Giftd Child** 463-3 Meeting the Social and Emotional Needs of Gifted Children. Deals with strategies for meeting the social and emotional needs of gifted children in the classroom. In particular, this course focuses on low-incidence gifted students, including underachievers, minorities and females. The course will not only cover particular curriculum and instruction strategies designed for this population and will emphasis strategies for teachers to be more facilitative in assisting these students to accept and realize their potential. Prerequisite: CI 467 or consent of instructor.

**CI466 - Docmnt Accomplished Teaching** 466-3 Documenting Accomplished Teaching. This course will help teachers understand and gain requisite skills for participation in the National Board for Professional Teaching Standards (NBPTS) certification process. As part of learning to understand and document NBPTS standards, teachers will describe, analyze and reflect on drafts of written commentaries, videotapes of small and large group lessons, and student work.

**CI467 - Methods & Materials Educ Giftd** 467-3 Methods and Materials in the Education of the Gifted. Content focused on the most appropriate instructional strategies and materials to be utilized with the gifted. Time spent practicing teaching models, designing materials and developing teaching units. Emphasis placed on techniques for individualizing instruction for the gifted and talented students.

**CI468 - Science Methods Mid & Sr HS** 468-3 Science Methods for Middle and Senior High Schools. A performance-based approach to instructional skills common to teaching natural science at the middle and senior high school levels. Three class hours and one micro teaching laboratory hour per week.

**CI469 - Tch Social Science in Sec Schl** 469-3 Teaching Social Sciences in the Secondary School [6-12]. Emphasis is placed on the analysis and evaluation of the social sciences with focus on instructional strategies and curricular designs in the teaching of history, geography, political science, economics, and sociology, as well as content reading for the social sciences. Prerequisite: EDUC 313 or consent of instructor.

**CI470 - NonFiction Adol-Adult** 470-3 Teaching and Learning NonFiction Sources for Adolescent and Adult Learners. This course will help students develop instructional materials and curricular designs using non-fiction resources for classrooms at the secondary level and beyond. Students will also have an opportunity to gather, analyze, corroborate, and synthesize student data for the purposes of planning instruction with an emphasis on informational sources such as written documents, images, and multimedia. Integrating technology for differentiating instruction, assessment, and content reading for the disciplines (with a specific focus on the social sciences) will also be emphasized. Prerequisite: CI 469 with a grade of C or better.

**CI473 - Teaching in Middle Level Schls** 473-3 Teaching in Middle Level Schools. Acquaints students with issues of teaching young adolescents and the role of teachers in connecting schools with community resources. Information from current area specialists and exemplary practitioners extend appropriate teaching strategies and supplement background knowledge on special topics related to social, emotional and physical development related to the curriculum. Prerequisite: CI 462, EDUC 313, or consent of instructor. Lab fee: $10.

**CI484 - Interactive Multimedia** 484-3 Interactive Multimedia for Learning. An introduction to the evaluation, design, and development of interactive instructional multimedia programs. The instructional methods of Tutorial, Drill, Simulation, and Educational Games are covered. Projects include designing, developing, and use-testing an interactive instructional multimedia program. Lab fee: $20.

**CI487 - Web-based Apps for Teachers** 487-3 Web-based Applications for Teachers and Instructors. Survey of trends and developments and laboratory instruction in the use of Web-based applications.
representative of those used by teachers, education specialists, or instruction in educational settings. An emphasis is placed upon developing skills used by teachers, education specialists, or instructors which enhance and facilitate the education processes within a Web-based learning environment. Laboratory fee: $20.

CI493 - Writing: Research & Publication 493-3 Writing for Research and Publication. The course covers the current American Psychological Association (APA) guidelines (required by the Curriculum and Instruction department for all writing, including theses and dissertations) for reporting and writing reports, annotated bibliographies, and reviews of literature. Participants will read, critique, write, and present four short (5-10 pages each) scholarly research results and/or scholarly reviews of literature. The course will emphasize professional vocabulary, format, and writing style. Participants will write final, detailed and thorough literature reviews using APA format and style in their fields of study. This course has been recommended by the CI Graduate Faculty for all CI graduate students, especially those who are early in their programs. Instructor approval required for undergraduates.

CI495 - Internship C & F Services 495-6 Internship in Child and Family Services. Supervised work experiences in settings for children and families and/or public agencies. Prerequisites: CI 227, 317, 318A, 318B, 327, 337, 395, 404, 405A, and 405B. Special approval needed from the instructor.

CI496 - Field Study Abroad 496-2 to 6 (2 to 4 per semester) Field Study Abroad. Orientation and study before travel, readings, reports, and planned travel. Includes visits to cultural and educational institutions. Maximum credit hours in any term are 4.

CI498A - Workshops - Curriculum 498A-1 to 15 (1 to 3 per topic) Workshops in Education-Curriculum. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498B - Workshops-Supervision 498B-1 to 15 (1 to 3 per topic) Workshops in Education-Supervision for Instructional Improvement. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498C - Workshops-Language Arts 498C-1 to 15 (1 to 3 per topic) Workshops in Education-Language Arts. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498D - Workshops - Science 498D-1 to 15 (1 to 3 per topic) Workshops in Education-Science. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498E - Workshops - Mathematics 498E-1 to 15 (1 to 3 per topic) Workshops in Education-Mathematics. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498F - Workshops - Reading 498F-1 to 15 (1 to 3 per topic) Workshops in Education-Reading. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

CI498G - Workshops-Social Studies 498G-1 to 15 (1 to 3 per topic) Workshops in Education-Social Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a
single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498H - Workshops-Early Childhood Educ 498H-1 to 15 (1 to 3 per topic) Workshops in Education-Early Childhood Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498I - Workshops-Elementary Educ 498I-1 to 15 (1 to 3 per topic) Workshops in Education-Elementary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498J - Workshops-Middle School 498J-1 to 15 (1 to 3 per topic) Workshops in Education-The Middle School. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498K - Workshops-Secondary Educ 498K-1 to 15 (1 to 3 per topic) Workshops in Education-Secondary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498M - Workshops-Instruction 498M-1 to 15 (1 to 3 per topic) Workshops in Education-Instruction. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498N - Workshops-Education Technology 498N-1 to 15 (1 to 3 per topic) Workshops in Education-Educational Technology. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498O - Workshops-Environmental Educ 498O-1 to 15 (1 to 3 per topic) Workshops in Education-Environmental Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498Q - Workshops-Family Studies 498Q-1 to 15 (1 to 3 per topic) Workshops in Education-Family Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498S - Workshops-Gifted & Talented Ed 498S-1 to 15 (1 to 3 per topic) Workshops in Education-Gifted and Talented Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

CI498T - Workshops-Teacher Education 498T-1 to 15 (1 to 3 per topic) Workshops in Education-Teacher Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and
psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

Curriculum and Instruction Faculty

Bacon, Heidi R., Assistant Professor, Ph.D., University of Arizona, 2014.
Bancroft, Senetta F., Assistant Professor, Ph.D., The University of Akron, 2014.
Becker, Jerry P., Professor, Ph.D., Stanford University, 1967.
Bu, Lingguo, Associate Professor, Ph.D., Florida State University, 2008.
Buser, Margaret, Assistant Professor, Emerita, M.S.Ed., Indiana University, 1966.
Byfield, Lavern, Assistant Professor, Ph.D., University of Illinois, 2012.
Campbell, James A., Associate Professor, Emeritus, Ph.D., Ohio State University, 1978.
Copenhaver, Ron W., Associate Professor, Emeritus, Ed.D., Indiana University, 1978.
Coscarelli, William, Professor, Emeritus, Ph.D., Indiana University, 1977.
Crossman, Kimberly A., Assistant Professor, Ph.D., University of Illinois 2015.
Dixon, Billy G., Associate Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1967.
Eichholz, Barbara, Lecturer, Emerita, Ph.D., Southern Illinois University Carbondale, 1986.
Erickson, Lawrence, Professor, Emeritus, Ph.D., University of Wisconsin, 1972.
Fadde, Peter J., Professor, Ph.D., Purdue University, 2002.
Gilbert, Sharon, Associate Professor, Emerita, Ph.D., Ohio State University, 1988.
Henson, Harvey, Jr., Assistant Professor, Ph.D., Southern Illinois University, 2015.
Jackson, James, Associate Professor, Emeritus, Ph.D., University of Wisconsin, 1976.
Johnson, Margaret, Lecturer, Emerita, Ph.D., Southern Illinois University, 1998.
Jones, Dan R., Associate Professor, Emeritus, Ed.D., Indiana University, 1978.
Karmos, Ann, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1975.
Killian, Joyce E., Professor, Emerita, Ph.D., Pennsylvania State University, 1980.
Lamb, Morris L., Associate Professor, Emeritus, Ed.D., University of Oklahoma, 1970.
Lin, Cheng-Yao, Professor, Ph.D., University of Illinois, 2003.
Loh, Sebastian, Professor, Ph.D., University of Georgia, 2004.
Matthias, Margaret, Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1972.
McIntyre, Christina, Associate Professor, Ph.D., Georgia State University, 2007.
Miller, Grant, Associate Professor, Ph.D., Boston College, 2007.
Mogharreban, Catherine N., Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1990.
Nelson, JoAnn, Assistant Professor, Emerita, Ph.D., University of Illinois, 1980.
Pearlman, Susan F., Associate Professor, Emerita, Ph.D., University of Missouri, 1987.
Post, Donna M., Associate Professor, Emerita, Ph.D., Pennsylvania State University, 1990.
Pultorak, Edward, Jr., Professor, Ph.D., Indiana State University, 1988.
Shafer, Frances K., Senior Lecturer, Ph.D., Southern Illinois University, 2008.
Shelby-Caffey, Crystal V., Associate Professor, Ph.D., Southern Illinois University, 2008.
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