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 217, CI 225, CI 318A, CI 318B, 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.

Preschool/Primary Specialization

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</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; UNIV 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 217, CI 225, CI 318A, CI 318B, 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>
</tr>
<tr>
<td>EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 313, EDUC 308, EDUC 319, EDUC 401A.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
</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.

Child and Family Services Specialization

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>41</td>
</tr>
<tr>
<td>To include: EDUC 214; PSYC 102</td>
<td></td>
</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>
<tr>
<td>SPED 300</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</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 225, 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.

### Elementary Education Major

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<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; UNIV 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>
<td>39</td>
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2018-2019 Academic Catalog
### Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Major Requirements</td>
<td>54</td>
</tr>
<tr>
<td>CI 388, CI 389; CI 225 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>
<td></td>
</tr>
<tr>
<td>Professional Education Sequence</td>
<td>27</td>
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<td>EDUC 214, EDUC 301, EDUC 302, EDUC 303, EDUC 313, EDUC 308, EDUC 319, EDUC 401A, EDUC 401C.</td>
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</tr>
<tr>
<td>Total</td>
<td>120</td>
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</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.

### Social Science Major

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>41</td>
</tr>
<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>
<td>3</td>
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<tr>
<td>Three additional 400 level U.S. history courses</td>
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### Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Two additional 300-400 level non-U.S. history courses</td>
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<tr>
<td>Requirements for Social Science Major</td>
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</tr>
<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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</tr>
<tr>
<td>Additional Requirements for Social Science Concentration</td>
<td>6</td>
</tr>
<tr>
<td>POLS 213 or POLS 214; POLS 300 OR GEOG 304; GEOG 310/GEOG 300I</td>
<td>3+3</td>
</tr>
<tr>
<td>Education Requirements</td>
<td>39</td>
</tr>
<tr>
<td>Professional Education Requirements</td>
<td>30</td>
</tr>
<tr>
<td>EDUC 301, EDUC 302, EDUC 303, EDUC 308, EDUC 311, EDUC 313, EDUC 314, EDUC 319, EDUC 401A</td>
<td>9</td>
</tr>
<tr>
<td>Additional Licensure Requirements</td>
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<tr>
<td>Additional Licensure Requirements - CI 360, CI 469, CI 470</td>
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</tr>
<tr>
<td>Total</td>
<td>125</td>
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</tbody>
</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 217, CI 327, CI 337, CI 390H, CI 390Q, CI 403, CI 413, CI 419, CI 498H, CI 498Q - 12.

A grade of C or better must be earned for all courses in the minor.

### 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.

**CI217 - Guiding Play** 217-3 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.


**CI225 - Young Children & the Arts** 225-3 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.

**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.

**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 217. 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 217. 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.

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 361.

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 Chldhd 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.

CI390P - Readings-Children's Literature 390P-1 to 3 Readings-Children's Literature. In-depth reading in various areas of education as related to the field of children's literature. 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 Educ-Early Childhood 393H-1 to 6 Individual Research in Education-Early Childhood 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.

CI393I - Ind 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 217, 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 217, CI 318A, and CI 318B.
CI407C - Diagnostic Tch Stry 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 who are 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 Chld 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 Chld Educ-Social Studies 412G-3 Improvement of Instruction in Early Childhood Education (Preschool-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.

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 & Publicatn 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 217, 227, 318A, 318B, 327, 337, 395, 404, 405A, and 405B with grades of C or better. 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 Edu** 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.

**CI498P - Workshops-Children's Lit** 498P-1 to 15 (1 to 3 per topic) Workshops in Education-Children's Literature. 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.

**CI500 - Intro Research Methods in Educ** 500-3 Introduction to Research Methods in Education. The student will evaluate and synthesize research, demonstrate a basic understanding of research concepts and principles, and compare and contrast specific methods for conducting research.

**CI501 - Improve School Readng Prog** 501-3 Improving School Reading Programs. For teachers, reading specialists, instructional leaders. Current issues, trends, practices in improving school reading programs at all levels. Special emphasis on school based management, teachers as change agents, curriculum evaluation, staff development and roles of school personnel. Participants assess existing programs and develop improvement plans. Prerequisite: CI 512, CI 513 or CI 561.

**CI502 - Child Maltreatment** 502-3 Child Maltreatment. Examines the many facets of child maltreatment including the impact on the child's development, the family dynamics and the communities' role. 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.

**CI503 - Intro to the Curriculum** 503-3 Introduction to the Curriculum. Deals with the nature, purposes and functions of curriculum planning and development; curriculum design and organization; curriculum implementation and maintenance; and curriculum evaluation as each component relates to the total curriculum.

**CI504 - System Approach to Instruction** 504-3 Systematic Approaches to Instruction. Gives graduate students an opportunity to investigate, discuss and apply systematic approaches to instruction. Special emphasis is given to that element of the instructional system, that allows for the integration of instructional media into the process.

**CI505 - Infant/Toddler Development** 505-3 Infant/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.

**CI506 - Prof Svcs Diverse Family Strct** 506-3 Professional Services for Diverse Family Structures. Case analysis of different family structures through seminar teams. Each team will be responsible for analysis of the interaction of the family structure and the economic, nutritional, and socializing activities carried out within the family-household. Role and sources of assistance through current programs will be included. Special approval needed from the instructor.

**CI507 - Impact Public Policy Fam Life** 507-3 The Impact of Public Policy on Family Life. This course focuses on an analysis of policies that impact the lives of children and families and includes an overview of the legislative process at the local, state, and national levels. The course emphasizes practical ways in which we can become proactive and effective advocates for children and their families.

**CI508 - Syst Observatn & Analy Instr** 508-3 Systematic Observation and Analysis of Instruction. Students will learn to use conferencing techniques and to construct and use valid and reliable systematic observation instruments to provide the basis for analysis and feedback about classroom instruction.

**CI509 - Found of Environment Educ** 509-3 Foundations of Environmental Education. Designed specifically to provide teachers, administrators and curriculum specialists with the knowledge and skills
necessary to implement environmental education strategies in both elementary and middle schools. Includes work in ecological foundations, programs currently in use, unit designs, methods and research. One or two field trips may be required.

CI512 - Reading in the Elementary School 512-3 Reading in the Elementary School. First course in the reading sequence. Survey of the reading process. Introduction to factors affecting the reading process, the common core of skills, teaching strategies, materials and research.

CI513 - Emergent Literacy 513-3 Emergent Literacy. A study of early literacy. Explores the foundations of family literacy as the basis for continued development of reading and writing in kindergarten and the primary grades.

CI514 - Advanced Child Development 514-3 Advanced Child Development. Major theories of child development as a framework for understanding of the contexts of development for young children will be examined. Emphasis will be on current research and issues in child development and implications for practice.

CI515 - Adv Remediation in Math 515-3 Advanced Remediation in Mathematics. Strategies for the design of prescribed systematic instruction for correcting identified mathematics difficulties. Experience in designing and preparing materials for corrective purposes. Prerequisite: CI 407E or consent of instructor.

CI516 - Teach Math in Elemen School 516-3 Teaching Mathematics in the Elementary School. Master's degree level course, which acquaints the student with approaches to teaching, development of curriculum materials and authoritative positions on the mathematics of grades K-8. Emphasis on teaching aids, problem solving and recent developments at this level.

CI517 - Early Child: Org & Admin 517-3 Early Childhood Programs: Organization and Administration. Presents an overview of the organization and administration of programs for children ages three to eight with experiences in planning for operating and administering such programs. Prerequisite: CI 518 or consent of instructor.

CI518 - Critical Issues in EC 518-3 Critical Issues in Early Childhood. A survey of current problems and practices in early childhood education for children from three to eight years of age, with emphasis on reading in current research literature. Special approval needed from the instructor.

CI520 - Action Research in EC 520-3 Action Research in Early Childhood. (Same as CI 544) Major trends and current issues in research as they relate to child development and early childhood programs will be explored. Special emphasis will be placed on the relationship of research to professional preparation and practice. Restricted to early childhood students who have taken all core courses for completion of the master's degree. Letter grade/DEF.

CI521 - Adv Diag Teaching Reading 521-4 Advanced Diagnostic Teaching of Reading. Emphasizes diagnostic teaching strategies that teachers and reading specialists employ when dealing with under achievement in reading. Students use informal and formal tests, observation and trial lessons to select instructional materials and activities appropriate to different reading/writing problems. Each student tutors persons while being supervised in the Clinical Center. Prerequisite: CI 512 or CI 513 or CI 561, CI 407F. Special approval needed from the instructor.

CI522 - Technology in Math & Science 522-3 Integration of Technology in Mathematics and Science Teaching. Integrating technology in Math and Science teaching. Technology may include calculators, computer software, computer-based laboratories, data collection devices, interactive manipulatives, and other internet resources. Special approval needed from the instructor.

CI523 - Language Arts in Elem School 523-3 Language Arts in the Elementary School. The practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts other than reading. Attention given to evaluation of teaching materials in these areas. Prerequisite: CI 423 or consent of instructor.

social science models will be examined and evaluated for practical use. Students must demonstrate competencies and skills related to content reading for the social sciences.

CI525 - Integrate Technology Math Educ 525-3 Integration of Technology into Mathematics Education [PreK-8]. Technology use in mathematics teaching and learning, such as handheld calculators/computers; hands-on experience in teaching with easily learned tools for teaching/learning mental computation, computation, algebra, geometry, probability, statistics and use of software - e.g., Shapemakers, Geometer's Sketchpad, Excel, graphing calculators, computer-based laboratories, data collection devices, interactive websites and other internet resources.

CI526 - Probs in Elemen Science Educ 526-3 Problems in Elementary School Science Education. Emphasis upon identifying problems and trends within elementary school science education and planning for research in this field. Prerequisite: CI 426.

CI527 - Advanced Family Studies 527-3 Advanced Family Studies. Examination of the major theoretical approaches and current research in family development. Review the nature and value of theory to the study of the family and evaluate the use of theory in empirical research. Implications for policy.


CI529 - Modern Appr Tch Sec Sch Math 529-3 Modern Approaches to Teaching Secondary School Mathematics. (Same as MATH 511) Topics will include problem solving, applications of mathematics and teaching proofs in secondary school mathematics. Practical classroom use of materials will also be emphasized. Special approval needed from the instructor.

CI530 - Teach Prob Solv Sch Math (K-8) 530-3 Teaching Problem Solving in School Mathematics (Grades K-8). Designed to acquaint teachers with problem solving processes and how to integrate problem solving into their teaching. Emphasis is placed on teaching the process of problem solving. Restricted to graduate standing or consent of adviser.

CI531 - Curr Elem & Mid Level Schools 531-3 Curriculum for Elementary & Middle Level Schools. Designed to assist teachers and administrators in making curricular decisions for elementary and middle level schools based on knowledge of educational foundations, standards, learning experiences, research, materials and methods, instructional programming and evaluation.

CI533 - Instructional Leadership 533-3 Instructional Leadership. A study of research and related literature concerning the roles and responsibilities of various instructional leaders in public and private schools, professional development centers, state departments of education and college or university settings. Leadership styles and behaviors, especially as they apply to the academic circumstances and environments in specific case studies, are examined.

CI534 - Organiztn of Elementary School 534-3 Organization of the Elementary School. An analysis of types of elementary school organizations with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to classroom teachers' professional problems.

CI535 - Reading Lang Arts Research Sem 535-3 Reading and Language Arts Research Seminar. Students survey current research in Reading and Language studies and present a research paper to the seminar participants. Prerequisite: CI 500, nine hours coursework in reading and language arts. Special approval needed from the instructor.

CI536 - PartnershipMentor New Profesnl 536-3 Partnerships and Mentoring the New Professional. A study of the theories, practices and research of Professional Development Schools and other collaborative teacher education and school reform initiatives with special attention given to the issues of collaboration and cooperation, team building and consensus building, honoring diversity and change, and educators as problem solvers.

CI537 - Issues in Math Education 537-3 Current Issues in Mathematics Education. This course provides graduate students with opportunities to study, discuss, and critically analyze issues and research
in mathematics education. Students will become familiar with the major problems and issues facing mathematics educators at all school levels. Examination of recent mathematics education literature will be included as students gain an overall perspective on the discipline of mathematics education.

CI538 - Research in Math Education 538-3 Research in Mathematics Education. This course provides graduate students with opportunities to study, discuss, and make critical analyses of recent mathematics education literature and issues in the USA and other countries. Students will gain a better perspective on NCTM Standards and their relationship to research as they develop a detailed lesson plan in mathematics and conduct both a literature review and a data analysis report in mathematics education. Prerequisite: CI 537.

CI539 - Math Science Leadership 539-3 Leadership in Mathematics and Science. An exploration of current literature in math and science leadership and the application of principles and skills necessary for mentoring instructional development in math and science. Special approval needed from the instructor.

CI540 - Learning Models for Inst 540-3 Learning Models for Instructional Design. Surveys models of learning as they apply to the fields of Instructional Design and Instructional Technology. Models ranging from behaviorism to constructivism are covered along with theories concerning cognitive development and motivation. Theories are applied to analyzing instructional situations.

CI541 - Foundations of IDT 541-3 Foundations of Instructional Design and Technology. This course provides students with an overview of the issues related to instructional (systems) design and technology. Historical perspectives, current practice, emerging trends, and future development in the field. Appropriate use of digital technologies (procedures) for learning and training will be discussed.

CI542 - Mid Level Content Literacy 542-3 Literacy in the Middle Grades. This course focuses on the developmental literacy continuum of adolescents in the middle grades. There is a strong emphasis on language and literacy demands with the content areas, needs of culturally and linguistically diverse adolescent learners, and teaching reading and writing in the middle grades. Exploration of multiple venues for valuing and encouraging new literacy practices within middle level classroom contexts. Prerequisites: CI 512 or CI 513, other foundational literacy course, or consent of instructor.

CI543 - Fund Teaching Learning 543-5 Fundamentals of Teaching and Learning. First course in the Master of Arts in Teaching (M.A.T.) program sequence. Its focus is on development of a specific set of planning skills secondary level teachers need to appropriately design, implement, manage, and assess student learning. The course is offered annually during spring intersession only. Special approval needed from the instructor.

CI544 - Action Research Methods 544-3 Action Research Methods. (Same as CI 520) The focus of the course is on learning about action research, learning to develop and use various data collection tools, developing an action research question, learning about and using various data analysis tools, developing a report, and presenting a research report to an audience of colleagues and peers. Prerequisite: CI 543 (required for MAT students) or consent of instructor. Letter grade/DEF.

CI545 - Tch Literacy Diverse Students 545-3 Literacy Instruction for Culturally and Linguistically Diverse Students. This course introduces students to issues related to first- and second-language development, language variation, cultural diversity, second-language instruction, English as a Second Language (ESL) and bilingual education, and culturally and linguistically responsive instruction. These topics will be explored in terms of student learning and teaching and prepare students to teach English language learners (ELLs), dialect speakers, and students from diverse cultural and linguistic backgrounds. The course will serve as an examination of contemporary language acquisition theory; overview of ELL reading research; exploration of methods for motivating and sheltering instruction for ELLs; and investigation of the impact of federal policies on the types of experiences ELLs are afforded. The course is required for students working toward the reading specialist endorsement.

CI546 - Family & Community Literacies 546-3 Family and Community Literacies and Involvement. This course provides students with the knowledge and skills needed to work successfully with families and parent groups in individual, group, school and community settings. A socio-cultural perspective is evident as the focus will be on acknowledging and valuing the multiple literacies within families and communities, and strengthening adult-child relationships and parent-staff relationships in home, school, and community settings. An awareness of strategies in developing positive and supportive relationships...
with families of children, including the social, cultural, educational, health, economic, and political
dimensions of community and family life, philosophical basis for family participation, family-centered
services, and strategies for working with socially, culturally, and linguistically diverse families will be
included. Prerequisite: CI 545.

CI547 - Adult Literacy 547-3 Instructional Strategies and Curriculum Development for Adult Literacy and
Education. This course focuses on understanding adult learners and related practices in diverse adult
educational and community contexts. It provides a philosophical, historical, and practical framework for
adult literacy learning to include a critical analysis of policies, programs, practices and assumptions about
adult learners that undergird the field of adult education. The course is taught through a sociocultural lens
with an emphasis on instructional practices that are relevant to the lives and literacies of adult learners.

CI548 - Sci Ed Research Investigate 548-3 Science Education Research Investigations. This course
involves the study of special problems and related research associated with practical educational
situations in science education or related fields. The main objective is to provide doctoral students with
opportunities to develop research skills in science education by conducting research projects on science
education topics. Designed to help students learn the basics of research but not a research methods
course.

CI549 - New Literacies & Technologies 549-3 New Literacies & Emerging Technologies in a
Participatory Culture. This course explores the changing landscape of reading and writing as emerging
technologies place new demands, challenges, and opportunities before readers and writers. Drawing
from a socio-cultural perspective, this course aims to deepen students' understandings of the reading
and writing processes with written, hyper, and multi-modal texts as well as strategies for supporting
students' development in these processes. Particular emphasis will be on acknowledging and valuing
the multiple literacies evident within families, communities, and contemporary society, and strengthening
understanding of how best to support learners as they enact new literacy practices that rely upon
emerging technologies. Techniques for incorporating new technologies into teaching, as well as the legal
and ethical challenges for both teachers and students, will be examined. Prerequisite: CI 512, CI 513, or
CI 561.

CI550 - Language Development 550-3 Language Development in Young Children. Language and
communicative development of young children is the focus of this course. Students will learn about both
typical and atypical language development in the areas of phonology, syntax, morphology, semantics,
and pragmatics. The relationship between language and other areas of development will be explored
as will ways to support language development in young children. Students will observe, record, analyze
samples of young children's communication.

CI551 - Assess Virtual Environments 551-3 Assessment and Learning Using Virtual Environments.
This course covers the foundations and trends in the research literature regarding the use of game,
simulated and virtual environments for online learning and assessments. Issues and implications of these
environments for instructional delivery, decision-making analysis of users and performance assessment
methodologies are included.

CI552 - Sem Lang, Literacies, Culture 552-3 Seminar in Language, Literacies, and Culture. This
seminar focuses on influential readings considered foundational to the study of language, literacies and
culture. Students will identify a list of influential readings and participate in intensive reading, reflection,
and discussion of them.

CI553 - Consulting in LSDT 553-3 Consulting in Learning Systems Design and Technology. This course
applies current research and technology to the solution of instructional problems in higher education and
 corporate training environments. The student is guided through the systematic process of identifying
instructional and performance problems, specifying learning objectives, analyzing tasks and learners,
organizing resources, specifying methods and media, and assessing outcomes. Special approval needed
from the instructor.

CI554 - Utilization Educational Media 554-3 Utilization of Educational Media. The utilization of print and
non-print materials in instructional implementation and curriculum development. Structured for teachers,
media directors, administrators and instructional designers. The increasing role of technological advances
in education is stressed as those advances relate to learning theory and curriculum development.
CI555 - Instructional Message Design 555-3 Instructional Message Design. Emphasizes the use of cognitive theory and research-based principles for creating effective instructional text, pictures, and graphics. Topics include principles of perception, memory, concept, procedure, and principle learning, mental models, problem-solving, motivation and attitude change. A review of research issues in the study of instructional media and message design is included.

CI556 - Virtual & Simulated Learning 556-3 Virtual and Simulated Learning. (Same as CI 401) This course focuses on the design of interactive and virtual simulated environments (such as serious game, simulation, and virtual reality) and for the delivery of learning, training, and instruction. The design process includes gamification, analysis, and deconstruction of job tasks into measurable learning objectives and events for performance assessment and improvement.

CI557 - Task Analysis and ID 557-3 Task Analysis and Systematic Design of Instruction. Builds competence in applying the most current task and content analysis techniques used to make explicit the components of complex human performances and knowledge. Includes learning hierarchy analysis, information processing analysis, path analysis, job task analysis, skills analysis, fault tree analysis, concept analysis, knowledge engineering, matrix analysis, and pattern noting. Prerequisite: CI 504 or consent of instructor.

CI558 - Instruct Development Studio 558-3 Instructional Development Studio. The "Studio" environment provides students with the opportunity to learn and use authoring systems, languages and product development tools to design, develop, and produce online resources for learning and instruction. Participants will showcase learning artifacts created using a variety of commercial productivity tools and creativity suites. Prerequisite: CI 541.

CI559 - Adv Instruct Dev Studio 559-3 Advanced Instructional Development Studio. The advanced instructional development studio environment provides students who have taken the basic development course with further opportunities to design, develop, and produce online learning courses for learning, training, and instruction. Participants will showcase learning artifacts created using a variety of commercial authoring tools and creativity suites. Prerequisite: CI 558.

CI560 - Content & Learning Mgm Sys 560-3 Content and Learning Management Systems for e-Learning. The course covers the design and development of Content and Learning Management Systems (CMS/LMS) for the management and online delivery of learning resources in education, business and other training settings. Emphasis will be placed on the rapid development and management of e-Learning systems using CMS/LMS development tools and Web 2.0 technologies.

CI561 - Literacy Inst for Sec & Adult 561-3 Disciplinary and Content Area Literacy Instruction for Secondary and Adult Education. This course is for secondary teachers and others who desire strategies to help students learn from texts. Special emphasis is on how to help students improve their ability to comprehend, study, and use texts and other print materials encountered in secondary schools and the workplace. This course focuses on theory, research, and methods to enable student engagement with texts, particularly content texts. Emphasis is on strategies for teaching vocabulary, comprehension, reasoning, and organization in specialty subject areas at the high school level, and fundamentally promotes differentiated instruction for diverse populations and the incorporation of technology.

CI562 - Social & Informal Learning 562-3 Social and Informal Learning. Covers games, simulations, role-playing, discussion forums, and social networking as informal modes of learning in both education and training contexts. Both face-to-face and online aspects of social and informal learning are considered.

CI563 - Inst & Human Performance 563-3 Instructional and Human Performance Technology. For those persons interested in the role that learning systems and instructional design and technology play in the field of human performance technology. Emphasis is upon performance problem identification, the distinction between skill/knowledge deficits and other performance problems, and the rationale for instructional solutions as well as electronic performance support systems, feedback and incentives, certification and other HP technologies.

CI564 - Curr Develpmnt Gifted Students 564-3 Curriculum Development for Gifted Students. Explorations of the knowledge and decision-making required to develop curriculum for gifted students, including philosophy, goals and objectives; designing and sequencing activities; curriculum models for
gifted students; evaluation and modification of curriculum. Emphasis is placed on the development of
curriculum to be used in schools for gifted students.

CI566 - Instruct Strats for Prob Solve 566-3 Instructional Strategies for Problem Solving. The focus
is on developing those teaching strategies, which will foster and enhance problem solving skills and
heuristic thinking. Representative of these teaching skills would be inductive and deductive approaches,
discovery and inquiry techniques, and questioning strategies.

CI567 - Children's Lit Seminar 567-3 Seminar in Children's Literature. The focus of this course is the
role of literature in literacy development. Emphasis is on methods that support children as they learn to read
using literature as a medium of instruction and interpretation that enriches and extends the curriculum.
Prerequisite: CI 512, CI 513, CI 561, other foundational course, or consent of instructor.

CI568 - Multicultural Lit Child/Adol 568-3 Literature for Children and Young Adults in a Multicultural
Society. This course is designed to guide educators in the development of a framework from which they
examine the impact of cultural, linguistic, and ethnic diversity in literature. As such, emphasis is placed on
the development of a critical lens that embraces culturally sustaining practices for groups that have been
traditionally underrepresented and inauthentically portrayed in texts. Entails introspection, examinations of
bias, power, and privilege, and evaluation of texts. Prerequisite: CI 512 or CI 513 or CI 561, or consent of
instructor.

CI570 - NonFiction Adolescent-Adult 570-3 Teaching and Learning NonFiction Sources for Adolescent
and Adult Learners. This graduate-level 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.

CI571 - Secondary School Curric 571-3 Secondary School Curriculum. An introductory course designed
to explore the nature and development of the curriculum at the secondary school level. Historical
perspective and foundations of curriculum are examined. Functional applications to the public secondary
schools are emphasized.

CI572 - Instruct/Assess w/Sources 572-3 Instruction and Assessment with Primary Sources. In this
course, students will have opportunities to create classroom assessments with artifacts and informational
sources, analyze pupil data to inform instruction, learn ways to differentiate instruction to support critical
thinking skills, develop local history and place-based curriculum, and participate in local field-based
learning.

CI573 - Perspectives on Future & Schls 573-3 Perspectives on the Future and Its Schools. Deals with
the future development of education and social trends, which will influence that development. Emphasis is
placed upon alternative models of education and their social bases.

CI574 - Advanced Teaching Methods 574-3 Advanced Teaching Methods. This course focuses on
advanced instructional models and strategies designed to improve professional practice and student
achievement. Teachers analyze teaching models and methods to examine the connections between
theory and practice, vary instructional methods, and explore common applications of the models. Course
goals center on developing instruction that enables teachers to differentiate instruction to meet the needs
of diverse learners and engage students in learning content. The course is appropriate for teachers at all
levels of education.

CI575 - Critic Issues Instruct Supervsn 575-3 Critical Issues in Instructional Supervision. Students will
examine the history, nature and evolution of supervision for instructional improvement. Students will be
introduced to concepts, theory and research findings from many fields of study that have implications for
today's supervisory process. Supervisory assumptions and practices will be examined in light of current
knowledge of teaching effectiveness.
CI576 - Critical Issues in Teacher Education 576-3 Critical Issues in Teacher Education. Students will examine critical issues, problems, and trends in teacher education. Emphasis is placed on strategies for clarifying the issues, solving the problems and examining the possible impact of the trends.

CI577 - Sem in Int'l Math Education 577-3 Seminar in International Mathematics in Education. Deals with goals, contents, teaching methods, teacher training, curriculum development and research literature on mathematics education at the international level. Restricted to graduate standing or consent of adviser.

CI578 - Adv Study of Math Educ 578-3 Advanced Study of Mathematics Education. Study of the practical and theoretical development of mathematics curricula and instruction, and viewing mathematics curricula and instruction from philosophical and psychological perspectives. Restricted to advanced graduate study or consent of adviser.

CI579 - Young Adult Literature 579-3 Classic and Contemporary Literature for Young Adults. This course includes an examination of landmark and contemporary literature for young adults. Students will critically evaluate young adult literature and the implications for classroom use. Emphasis will be placed on the use of young adult literature within the framework of current standards. Prerequisites: CI 512 or CI 513 or CI 561, another foundational literacy course, or consent of instructor.

CI580 - Current Trends in Education 580-3 Current Trends in Education. Trends, issues, problems in education related to the student, program, school organization, staff, material and media, the school building, and the process of innovation and change.

CI581 - Digital Video Production 581-3 Digital Video Production. Video has become an essential aspect of teaching, training, and communications. This course is an intensive workshop that provides a thorough understanding of video formats, video production, and video editing techniques. No previous experience with video production is required. Lab fee: $20.

CI582 - Adv Research Methods in Educ 582-3 Advanced Research Methods in Education. The study and application of advanced skills used in planning, executing, reporting, and utilizing educational research. Students must have an approved Program of Study on file prior to enrolling. Prerequisite: EAHE 587 and EDUC 505.

CI583 - Inst Theory, Prin & Pract 583-3 Instructional Theory, Principles, and Practices. Presentation of conceptual formulations and skills concerning instructional theory and principles; foundations of instruction; instructional systems and models; delivery processes (logistics), systems, and maintenance of quality control; and evaluation of teachers and students.

CI584 - Curr Theory, Found & Prins 584-3 Curriculum Theory, Foundations, and Principles. The course will emphasize the study of the perspectives on curriculum theory that have guided the development of curriculum practice in the United States. Students will critically examine these perspectives and utilize them to develop and defend positions on contemporary curriculum issues.

CI585A - Topical Seminar-Curriculum 585A-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Curriculum. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585B - Topical Sem-Suprvsn Inst Imp 585B-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Supervision for instructional improvement. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585C - Topical Sem-Language Arts 585C-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Language arts. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585D - Topical Sem - Science 585D-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical
educational situations. Problems available for critiquing and analyzing are the following: Science. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585E - Topical Sem-Mathematics 585E-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Mathematics. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585F - Topical Sem - Reading 585F-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Reading. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585G - Topical Sem-Social Studies 585G-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Social studies. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585H - Topic Sem-Early Child Educ 585H-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Early Childhood education. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585I - Topical Sem-Elem Educ 585I-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Elementary education. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585J - Topic Sem-Middle School 585J-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: The Middle school. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585K - Topical Sem-Secondary Educ 585K-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Secondary education. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585L - Topical Sem-Instruction 585L-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Instruction. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585M - Topical Sem-Educatn Technlgy 585M-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Educational technology. Maximum of six hours toward a Master’s degree. Special approval needed from the instructor.

CI585N - Topical Sem-Environmntl Educ 585N-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Environmental education. Maximum of six hours toward a Master’s degree. Special approval needed from the instructor.

CI585O - Topical Sem-Children's Lit 585O-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Children's literature. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.
CI585Q - Topical Sem-Family Studies 585Q-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Family studies. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585S - Topic Sem-Gifted & Talented Ed 585S-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Gifted and talented education. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI585T - Topic Sem-Teacher Educ 585T-1 to 15 (1 to 3 per semester) Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: Teacher education. Maximum of six hours toward a Master's degree. Special approval needed from the instructor.

CI586 - Curriculum Design & Devlpmnt 586-3 Curriculum Design and Development. Presentations concerning educational planning and curricular decision-making relating to curriculum: aims, goals, and objectives; nature of knowledge, disciplines, and subjects; curriculum structures: sequence and scope; substantive structural models; content and activity selection, product analysis and production; evaluation; and curriculum modification and change.

CI587 - Eval Learning & Inst Programs 587-3 Evaluating Learning and Instructional Programs. The course emphasizes both the evaluation of individual learner performance and program evaluation in the interest of assessing curriculum and instruction effectiveness. The rationales and assumptions supporting criterion-referenced assessment are contrasted with those of norm-referenced assessment. Both qualitative and quantitative data collection strategies are included. Attention is also given to the construction of evaluation reports.

CI588 - Design of e-Learning 588-3 Design and Delivery of e-Learning. Investigates e-learning in both higher education and corporate training contexts. The course draws upon the tradition of distance education in covering the design, delivery, and evaluation of online and blended learning in higher education. The course also draws upon the tradition of computer-based training (CBT) in covering the design, delivery, and evaluation of web-delivered training in corporations and organizations.

CI589 - Director of Curr & Instr 589-3 The Work of the Director of Curriculum and Instruction. The role of the director of curriculum and instruction is the focus of this course. Such topics as the background, current status, and tasks and functions of the position are examined. Additionally, such broad areas of the director's role as needs assessment, program planning and evaluation, and in-service education planning are covered. Prerequisite: CI 586 or CI 587 or consent of instructor.

CI590A - Readings-Curriculum 590A-1 to 15 (1 to 3 per topic) Independent Readings-Curriculum. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590B - Readings-Supervision 590B-1 to 15 (1 to 3 per topic) Independent Readings-Supervision for Instructional Improvement. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590C - Readings-Language Arts 590C-1 to 15 (1 to 3 per topic) Independent Readings-Language Arts. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590D - Readings-Science 590D-1 to 15 (1 to 3 per topic) Independent Readings-Science. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590E - Readings-Mathematics 590E-1 to 15 (1 to 3 per topic) Independent Readings-Mathematics. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.
CI590F - Independent Readings: Reading 590F-1 to 15 (1 to 3 per topic) Independent Readings-Reading. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590G - Readings-Social Studies 590G-1 to 15 (1 to 3 per topic) Independent Readings-Social Studies. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590H - Readings-Early Child Ed 590H-1 to 15 (1 to 3 per topic) Independent Readings-Early Childhood. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590I - Readings-Elementary Education 590I-1 to 15 (1 to 3 per topic) Independent Readings-Elementary Education. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590J - Readings-Middle School 590J-1 to 15 (1 to 3 per topic) Independent Readings-Middle School. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590K - Readings-Secondary Education 590K-1 to 15 (1 to 3 per topic) Independent Readings-Secondary Education. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590M - Readings-Instruction 590M-1 to 15 (1 to 3 per topic) Independent Readings-Instruction. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590N - Readings-Educational Technology 590N-1 to 15 (1 to 3 per topic) Independent Readings-Educational Technology. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590O - Reading-Environmental Education 590O-1 to 15 (1 to 3 per topic) Independent Readings-Environmental Education. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590P - Readings-Children’s Lit 590P-1 to 15 (1 to 3 per topic) Independent Readings-Children’s Literature. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590Q - Readings-Family Studies 590Q-1 to 15 (1 to 3 per topic) Independent Readings-Family Studies. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI590S - Readings-Gifted & Talented Education 590S-1 to 15 (1 to 3 per topic) Independent Readings-Gifted and Talented Education. Directed readings in literature and research. Maximum of four hours toward a Master’s degree. Special approval needed from the instructor.

CI590T - Readings - Teacher Education 590T-1 to 15 (1 to 3 per topic) Independent Readings-Teacher Education. Directed readings in literature and research. Maximum of four hours toward a Master's degree. Special approval needed from the instructor.

CI591 - Web Resources for Teachers 591-3 Web Resources for Teachers. Investigates use of the Internet in classroom instruction and for professional development. Focus is on the "4 Cs" of Internet use by teachers: Communication, Content, Collaboration, and Community.

CI592 - Mixed Methods in Educ Research 592-3 Mixed Methods in Educational Research. An examination of how to combine qualitative and quantitative research methods and to defend such studies with reference to the tenets of the underlying constructivist and post-positivistic research paradigms. The objective of the course is for students to design and defend a mixed methods educational research study. Prerequisite: EAHE 587 and EPSY 505 or consent of instructor.
CI593A - Research-Curriculum 593A-1 to 15 (1 to 3 per topic) Individual Research in Education-Curriculum. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593B - Research-Supervision 593B-1 to 15 (1 to 3 per topic) Individual Research in Education-Supervision for Instructional Improvement. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593C - Research-Language Arts 593C-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593D - Research-Science 593D-1 to 15 (1 to 3 per topic) Individual Research in Education-Science. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593E - Research-Mathematics 593E-1 to 15 (1 to 3 per topic) Individual Research in Education-Mathematics. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593F - Research - Reading 593F-1 to 15 (1 to 3 per topic) Individual Research in Education-Reading. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593G - Research-Social Studies 593G-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593H - Research-Early Childhood Ed 593H-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593I - Research-Elementary Education 593I-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593J - Research-Middle School 593J-1 to 15 (1 to 3 per topic) Individual Research in Education-Middle School. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593K - Research-Secondary Education 593K-1 to 15 (1 to 3 per topic) Individual Research in Education-Secondary Education. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593M - Research-Instruction 593M-1 to 15 (1 to 3 per topic) Individual Research in Education-Instruction. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593N - Research-Education Technology 593N-1 to 15 (1 to 3 per topic) Individual Research in Education-Educational Technology. The selection, investigation and writing of a research topic under the
personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593O - Research-Environment Education 593O-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593P - Research-Children's Lit 593P-1 to 15 (1 to 3 per topic) Individual Research in Education-Children's Literature. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593Q - Research-Family Studies 593Q-1 to 15 (1 to 3 per topic) 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 graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593S - Research-Gifted & Talented Ed 593S-1 to 15 (1 to 3 per topic) Individual Research in Education-Gifted and Talented Education. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI593T - Research-Teacher Education 593T-1 to 15 (1 to 3 per topic) Individual Research in Education-Teacher Education. The selection, investigation and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Maximum of three hours counted toward a Master's degree. Special approval needed from the instructor.

CI594A - Practicum-Curriculum 594A-(2 to 9 per topic) Practicum-Curriculum. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

CI594B - Practicum-Supervision 594B-(2 to 9 per topic) Practicum-Supervision for Instructional Improvement. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

CI594C - Practicum-Language Arts 594C-(2 to 9 per topic) Practicum-Language Arts. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

CI594D - Practicum-Science 594D-(2 to 9 per topic) Practicum-Science. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

CI594E - Practicum-Mathematics 594E-(2 to 9 per topic) Practicum-Mathematics. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special
problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594F - Practicum-Reading** 594F-(2 to 9 per topic) Practicum-Reading. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594G - Practicum-Social Studies** 594G-(2 to 9 per topic) Practicum-Social Studies. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594H - Practicum-Early Childhood Ed** 594H-(2 to 9 per topic) Practicum-Early Childhood. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594I - Practicum-Elementary Ed** 594I-(2 to 9 per topic) Practicum-Elementary Education. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594J - Practicum-Middle School** 594J-(2 to 9 per topic) Practicum-Middle School. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594K - Practicum-Secondary Educ** 594K-(2 to 9 per topic) Practicum-Secondary Education. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594M - Practicum-Instruction** 594M-(2 to 9 per topic) Practicum-Instruction. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594N - Practicum-Education Technology** 594N-(2 to 9 per topic) Practicum-Educational Technology. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594O - Practicum-Environmental Ed** 594O-(2 to 9 per topic) Practicum-Environmental Education. For Master's degree students: professional consultation, teaching demonstration, practical application
of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594P - Practicum-Children's Lit** 594P-(2 to 9 per topic) Practicum-Children's Literature. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594Q - Practicum-Family Studies** 594Q-(2 to 9 per topic) Practicum-Family Studies. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594S - Practicum-Gifted & Talented Ed** 594S-(2 to 9 per topic) Practicum-Gifted and Talented Education. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI594T - Practicum-Teacher Educ** 594T-(2 to 9 per topic) Practicum-Teacher Education. For Master's degree students: professional consultation, teaching demonstration, practical application of advanced theory, work with clinical cases, or program development implementation, and evaluation in school systems, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. A maximum of nine hours credit may be applied toward a Master's degree. Special approval needed from the instructor.

**CI595A - Internship-Curriculum** 595A-(2 to 8 per topic) Internship-Curriculum. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595B - Internship-Supervision** 595B-(2 to 8 per topic) Internship-Supervision for Instructional Improvement. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595C - Internship-Language Arts** 595C-(2 to 8 per topic) Internship-Language Arts. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595D - Internship-Science** 595D-(2 to 8 per topic) Internship-Science. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595E - Internship-Mathematics** 595E-(2 to 8 per topic) Internship-Mathematics. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar
will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595F - Internship-Reading 595F-(2 to 8 per topic) Internship-Reading. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595G - Internship-Social Studies 595G-(2 to 8 per topic) Internship-Social Studies. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595H - Internship-Early Childhood 595H-(2 to 8 per topic) Internship-Early Childhood. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595I - Internship-Elementary Educ 595I-(2 to 8 per topic) Internship-Elementary Education. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595J - Internship-Middle School 595J-(2 to 8 per topic) Internship-Middle School. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595K - Internship-Secondary Education 595K-(2 to 8 per topic) Internship-Secondary Education. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595M - Internship-Instruction 595M-(2 to 8 per topic) Internship-Instruction. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595N - Internship-Educational Tech 595N-(2 to 8 per topic) Internship-Educational Technology. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595O - Internship-Environmental Ed 595O-(2 to 8 per topic) Internship-Environmental Education. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

CI595P - Internship-Children's Lit 595P-(2 to 8 per topic) Internship-Children's Literature. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar
will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595Q - Internship-Family Studies** 595Q-(2 to 8 per topic) Internship-Family Studies. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595S - Internship-Gifted/Talented Edu** 595S-(2 to 8 per topic) Internship-Gifted and Talented Education. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI595T - Internship-Teacher Educ** 595T-(2 to 8 per topic) Internship-Teacher Education. Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating school or school system or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. A maximum of eight hours credit may be applied toward a Ph.D. or specialist degree. Special approval needed from the instructor.

**CI597 - PBL for STEM Educators** 597-1 to 3 Problem-Based Learning for STEM Educators. This course surveys the history and development of Problem-Based Learning (PBL) and its applications in Science, Technology, Engineering, and Mathematics (STEM) education and place-based education. Participants will discuss PBL principles and pedagogy and critique or create PBL modules with respect to national and state STEM education standards in support of K-12 classroom implementation, adaptation, assessment, and iterative design of PBL instruction or intervention.

**CI599 - Thesis** 599-1 to 6 Thesis. Minimum of three hours to be counted toward a Master's degree. Restricted to admission to Master's degree program.

**CI600 - Dissertation** 600-1 to 32 (1 to 16 per semester) Dissertation. Minimum of 24 hours for the Doctor of Philosophy degree.

**CI601 - Continuing Enrollment** 601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.

**CI699 - Postdoctoral Research** 699-1 Postdoctoral Research. Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted.

**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.


**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.
Shepherd, Terry R., Associate Professor, Emeritus, Ph.D., University of Illinois, 1971.
Shrock, Sharon A., Professor, Emerita, Ph.D., Indiana University, 1979.
Smith, Lynn C., Associate Professor, Emerita, Ph.D., University of Georgia, 1984.
Solliday, Michael, Associate Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1975.
Thompson, Stacy D., Associate Professor, Ph.D., Iowa State University, 1998.
Volk, Gertrude L., Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1983.
Waggoner, Jan, Associate Professor, Emerita, Ed.D., Memphis State University, 1990.
Wise, Kevin C., Professor, Emeritus, Ed.D., University of Georgia, 1983.
Zobairi, Nilofur, Lecturer, Emerita, Ph.D., Southern Illinois University, 1993.

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Southern Illinois University
Carbondale, IL 62901
Phone: (618) 453-2121

Catalog Year Statement:
Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.