

School of Education

<http://www.edu.ci.hs.iastate.edu>

Missions and Goals

The School of Education will be a premier leader in education based on a strong foundation in the humanities and social sciences with a noted emphasis in leadership, and science, technology, engineering and mathematics (STEM) education. The School will advance research and scholarship in the areas of teaching, learning, and leadership and in the preparation of professionals for educational environments across multiple settings. The mission of the School of Education is to create, share, and apply knowledge and to advocate for equal educational opportunities and socially responsible educational reform in Iowa, the nation, and the world. The School will prepare excellent research-informed educators, researchers, administrators, and others in educational roles.

- Support the advancement of specialized academic disciplines through exemplary research and scholarship;
- Enhance Iowa's families, schools, and communities through exemplary education and teacher preparation; and
- Provide educators and students with the knowledge, skills, and experience necessary to become leaders in an increasingly changing and interdependent world.

Undergraduate Study

The School of Education provides the professional education coursework that leads to licensure of pre-service teachers. Majors offered in the department include Elementary Education (K-6), and Early Childhood Education-Unified (birth through age 8). The Early Childhood Education-Unified major is an interdepartmental program administered by the School of Education and Human Development and Family Studies.

Students who are interested in teaching at the secondary level (7-12) major in a specific discipline (e.g. Mathematics, Science, English, Social Studies) and complete additional required coursework in the School of Education for a teaching license.

Note: The Iowa Board of Educational Examiners has mandated changes to the teacher licensure requirements that will impact students graduating after September 1, 2015. Students must consult with an education academic adviser to review these curriculum changes.

Elementary Education and Early Childhood Education-Unified majors must complete a professional course sequence:

C I 201	Learning Technologies in the PK-6 Classroom	3
C I 204	Social Foundations of Education in the United States	3
C I 245	Strategies in Teaching	2
C I 268	Strategies Practicum	1
C I 332	Educational Psychology of Young Learners	3
C I 406	Multicultural Foundations of School and Society: Introduction	3
SP ED 250	Education of the Exceptional Learner in a Diverse Society	3
Total Credits		18

Secondary education students must complete a professional course sequence:

C I 202	Learning Technologies in the 7-12 Classroom	3
C I 204	Social Foundations of Education in the United States	3
C I 333	Educational Psychology	3
C I 406	Multicultural Foundations of School and Society: Introduction	3
SP ED 401	Teaching Secondary Students with Exceptionalities in General Education	3
C I 426	Principles of Secondary Education	3
Total Credits		18

The School of Education offers a Learning Technologies minor that may be earned by registering for the minor and completing the following courses:

C I 201	Learning Technologies in the PK-6 Classroom	3
or C I 202	Learning Technologies in the 7-12 Classroom	
C I 280B	Pre-Student Teaching Experience: Learning Technologies	1-2

C I 302	Principles and Practices of Learning with Technology	3
C I 407	Principles and Practices of Distance Learning	3
C I 454	Emerging Topics in Learning Technologies (3 credits required)	1-3
One of the following:		3
COM S 107	Applied Computer Programming	
COM S 207	Fundamentals of Computer Programming	
MAT E 370	Toying with Technology	
CPR E 370	Toying with Technology	
Total Credits		14-17

Notes: The School of Education offers courses that can lead to a reading endorsement for grades K-8 or grades 5-12. Students seeking a K-8 endorsement should consult with a School of Education academic adviser. The 5-12 endorsement is offered collaboratively with the English Department. Students seeking this endorsement should consult with an adviser in the English Department. Inquiries can be sent to the Licensure Analyst in Teacher Education Services (133 MacKay) to receive a list of courses needed for an Iowa State University reading endorsement. Prerequisites for the reading endorsement courses are listed in the catalog course descriptions.

Early Childhood Education – Unified

The undergraduate curriculum in Early Childhood Education – Unified leads to the Bachelor of Science Degree. See curriculum.

The curriculum in Early Childhood Education – Unified is planned for students preparing to teach young children and work with their families. This program leads to careers in working with young children (both those who are typically developing and those with special needs) from birth through age eight. Graduates in this curriculum may teach in early childhood (preschool and primary) classrooms or home based programs, with emphasis on inclusive services. Graduates may be employed by either public or private agencies or schools. This curriculum has been approved by the Iowa Department of Education and meets requirements for the early childhood education – unified teacher license. The program is an interdepartmental major administered by School of Education and the Department of Human Development and Family Studies within the College of Human Sciences.

Early childhood education – unified majors must satisfy a world languages requirement for graduation.

Students who enroll in early childhood education – unified must apply to and be accepted into the teacher education program prior to enrolling in advanced courses. All early childhood education – unified students, including those seeking a double major, must meet general education requirements for teacher licensure. Iowa State University is in compliance with the Iowa Department of Education's mandate for a performance-based system of teacher training. The State of Iowa has developed and implemented a competency system to evaluate the performance of all teachers. A detailed list of the twelve Iowa State University Teacher Education Standards and the eight State of Iowa Teaching Standards, along with other information about the University Teacher Education Program, can be found at <http://www.education.iastate.edu/>, the teacher education website. Additional information is also available from the student's academic adviser. Students in early childhood education – unified must meet the performance outcome standards for teacher licensure. Standards are assessed in coursework through artifacts such as assignments, projects, or practicum participation. These standards assessments are based on the early childhood content standards for endorsement 100 in the State of Iowa. These include competencies in (1) child growth, development, and learning, (2) developmentally appropriate learning environment and curriculum implementation, (3) health, safety, and nutrition, (4) family and community collaboration, and (5) professionalism. Pre-student teaching field experiences and student teaching experiences in at least two different settings is required. Students will receive both formative and summative evaluations of their progress toward meeting these outcomes throughout their program at Iowa State University.

Elementary Education

The undergraduate curriculum in elementary education leads to the Bachelor of Science degree.

The curriculum in elementary education is planned for students preparing to teach at the elementary school level. This program leads to careers in working with school-aged children in kindergarten through sixth grade. Graduates in this curriculum who meet all requirements set by the Iowa Board of Educational

Examiners will be recommended for licensure, which would allow them to teach in elementary classrooms in either public or private schools.

Endorsements in art, English/language arts, English as a Second Language (ESL), health, history, music, basic science, social studies, mathematics, special education (Instructional Strategist I: Mild/Moderate Disabilities K-8), and speech communication/theater are available for elementary education students. An endorsement for teaching world languages in elementary schools is available through the Department of World Languages and Cultures.

Elementary education majors must satisfy a world languages requirement for graduation.

Students who enroll in elementary education must apply and be accepted into the teacher education program prior to enrolling in advanced elementary education courses. Iowa Department of Education licensure requirements state that every student must meet the performance outcome standards for teacher licensure. Standards will be assessed in each course and students will receive both formative and summative evaluations of their progress toward meeting these standards throughout their program at Iowa State University. A detailed explanation of the standards and assessment process may be found on the school's website (<http://www.education.iastate.edu/>), or may be obtained from a School of Education academic adviser.

Secondary Education

Secondary Licensure areas at Iowa State University include:

- Agricultural Education (grades 5-12) – College of Agriculture
- Biology (grades 5-12) – College of Liberal Arts and Sciences
- Chemistry (grades 5-12) – College of Liberal Arts and Sciences
- Earth Sciences (grades 5-12) – College of Liberal Arts and Sciences
- English (grades 5-12) – College of Liberal Arts and Sciences
- Family and Consumer Sciences Education – College of Human Sciences
- Health Education (grades 5-12) – College of Human Sciences
- History – Social Sciences (grades 5-12) – College of Liberal Arts and Sciences, Human Sciences
- Mathematics (grades 5-12) – College of Liberal Arts and Sciences
- Music (grades K-12) – College of Liberal Arts and Sciences
- Physical Education (grades K-12) – College of Human Sciences
- Physics (grades 5-12) – College of Liberal Arts and Sciences
- World Languages and Cultures (grades 5-12) – College of Liberal Arts and Sciences

Students seeking recommendations for a license to teach in the secondary schools must be admitted to the teacher education program. For specific requirements for each area of specialization, see Teacher Education and curricula for the college in which the chosen degree major is sought.

Notes:

- Students seeking licensure in physical education, agriculture and science do not take C I 426 Principles of Secondary Education.
- Students seeking a teaching license in physical education must see an adviser in the Department of Kinesiology in the College of Human Sciences.
- All students who are recommended by Iowa State University for teacher licensure must meet the requirements of the Iowa State University teacher education program and the Iowa Board of Educational Examiners.
- Each student must meet the performance outcome standards for teacher licensure by completing a portfolio. Each standard will be assessed in every major. Students will receive both formative and summative evaluations of their progress toward meeting these outcomes throughout their program at Iowa State University.
- A detailed explanation of the standards and assessment process may be found at <http://www.education.iastate.edu/>. For more information, students should contact the academic adviser in their major. Each student will be enrolled in the department in which he or she plans to major, and must meet the graduation requirements of that department and the college in which it is situated.

Graduate Study

The School of Education offers coursework and experiences for the degrees Doctor of Philosophy, Master of Science, and Master of Education with a major in education. Graduate teacher licensure/degree programs are offered in secondary science and secondary mathematics, as well as endorsement programs in special

education. Graduate students may also pursue administrative licensure for roles as principals and superintendents. The School of Education offers graduate coursework leading to a minor for masters and doctoral students in other fields of study. Several graduate certificate programs are offered through the School of Education.

Doctoral Degree Program

Students in the School of Education may complete the Ph.D. with a major in education. Specializations in Curriculum and Instructional Technology and Educational Leadership are offered. Within the Educational Leadership specialization, students may emphasize educational administration or higher education (higher education administration, community college, social justice). Students pursuing the Ph.D. may earn an education degree with an emphasis area. Emphasis areas include literacy, mathematics education, multicultural education, or science education. Specific information about the requirements of and options available within the Ph.D. degree in education are available from the school office or on the web (www.education.iastate.edu/graduate).

The following information refers only to the Ph.D. program:

Prerequisite to major graduate work in education is completion of an undergraduate degree and a masters degree with coursework appropriate to the planned area of study, and evidence that the student ranks above average in scholastic achievement and promise of professional competence. In addition, several areas of emphasis prefer that students have 3-5 years of professional experience. All applicants for the Ph.D. must submit Graduate Record Examination (GRE) scores.

Graduates of the Ph.D. program in education are prepared to pursue careers as scholars, leaders, and administrators in various educational settings, including public and private colleges and universities, community colleges, public and private educational agencies, and corporate training settings.

Master's Degree Programs

Students in the School of Education may seek a specialization in Curriculum and Instructional Technology (M.S., M.Ed.), Educational Administration (M.Ed.), Higher Education (M.S., M.Ed.), Research and Evaluation (M.S.), Special Education (M.S., M.Ed.), or Student Affairs (M.Ed.). Within the Higher Education specialization, students may opt to emphasize community college leadership or leadership and learning. Students may also pursue a master's degree with an emphasis area. Emphasis areas include educational foundations, literacy, mathematics education, multicultural education, or science education.

Graduates of the master's degree programs are prepared to pursue careers as educational leaders, higher education professionals, researchers, and advanced practitioners in colleges and universities, community colleges, public and private schools, education agencies, and informal (free-choice) education settings.

A minor is available in Curriculum and Instructional Technology at both the master's and doctoral level. Information about the minors can be found on the web at <http://www.education.iastate.edu/te/graduate/cit/graduate-specialization/>

Other graduate programs related to education (including General Graduate Studies) may be planned for students on the basis of previous education and experiences as well as future plans and needs. For more information, students should refer to Agricultural Education and Studies, Family and Consumer Sciences Education, Kinesiology, and General Graduate Studies or to graduate level course offerings within other departments.

Graduate Teacher and Administrator Licensure Programs

A Master of Arts in Teaching degree program leading to teacher licensure (science education) is available to students who currently have a bachelor's degree in a science area (or a closely related field). A teacher licensure program in mathematics education is also available to graduate students (School of Education). Teacher licensure at the graduate level is also offered in agricultural education (College of Agriculture and Life Sciences), family and consumer sciences (College of Human Sciences), and physical education (College of Human Sciences). The School of Education provides the professional education coursework.

Students in a graduate teacher licensure program must complete :

SP ED 501	Teaching Secondary Students with Exceptionalities in General Education	3
C I 505	Using Technology in Learning and Teaching	3

C I 506	Multicultural Foundations of School and Society: Advanced	3
C I 529	Educational Psychology and the Secondary Classroom	3
H P C 504	Studies in the Foundations of Education in the United States	3

Total Credits 15

Mathematics licensure students also take C I 526 Principles of Secondary Education.

Graduate level teaching endorsements are offered through the School of Education. Graduate students who seek a teaching endorsement in special education, but do not wish to pursue a master's degree can incorporate those courses in a professional certificate program. Endorsement programs include Instructional Strategist I: Mild/Moderate Disabilities (K-8 or 5-12), or Instructional Strategist II: Behavior Disorders/Learning Disabilities, and special education consultant. A graduate level reading endorsement is also available.

The School of Education offers graduate programs for students seeking Iowa licensure as principals and superintendents. The PreLEAD (Preparation for Leadership) program is designed for working professionals and includes coursework and field experiences leading to Iowa licensure as a principal. Students may complete the program as a certificate (non-degree) or as a Master of Education degree. A Certificate of Advanced Studies program allows students who hold a master's degree in Educational Administration to pursue the coursework and clinical field experiences necessary to earn an Iowa Superintendent or AEA Chief Administrator license.

Graduate Certificate Programs

The School of Education offers Graduate Certificate programs to allow students to enhance their skills outside of full degree programs. The Certificate programs currently offered include Applied Research Methods in the Human Sciences, Community College Leadership, Community College Teaching, Instructional Design, Literacy Coaching, Principal Licensure (Pre-LEAD), Social Justice in Higher Education, Special Education, and Superintendent Licensure (Certificate in Advanced Studies). Certificate programs require a minimum of 12 graduate credits (several require more than this) and can be earned in conjunction with a degree program. More information about graduate certificate programs in the School of Education can be found at (www.education.iastate.edu/graduate).

Curriculum and Instruction Courses

C I 201. Learning Technologies in the PK-6 Classroom.

(2-2) Cr. 3. F.S.Alt. SS., offered 2013.

Overview of ways to use educational technologies to support instruction in PK-6 settings. Focus on pedagogical approaches that integrate technologies to support learning in the content areas. Laboratory experiences include development of activities to use tool software, multimedia, web page development, digital video and other technologies to facilitate learning and teaching.

C I 202. Learning Technologies in the 7-12 Classroom.

(2-2) Cr. 3. F.S.Alt. SS., offered 2014.

Overview of ways to use educational technologies to support instruction in 7-12 settings. Focus on pedagogical approaches that integrate technologies to support learning in the content areas. Laboratory experiences include development of activities to use tool software, multimedia, web page development, digital video and other technologies to facilitate learning and teaching.

C I 204. Social Foundations of Education in the United States.

(3-0) Cr. 3. F.S.SS.

Introduction to the historical and contemporary landscape of schooling in the United States. Emphasis is placed on topics and tensions in the relationship between school and society (e.g. equity of access to education and competing purposes of education) and the implications of these topics and tensions for teaching and learning in public schools. Designed for prospective teachers.

C I 208. Early Childhood Education Orientation.

(Cross-listed with HD FS). Cr. 1. F.S. Prereq: Restricted to ECE majors

Overview of early childhood education (birth-grade 3) teacher licensure requirements. Program planning and university procedures. Required of all students majoring in early childhood education. Offered on a satisfactory-fail basis only.

C I 216. Learning Community Orientation to Teacher Education.

(1-0) Cr. 1. F. Prereq: First semester freshman Elementary Education major or other majors interested in seeking pre-K to grade 12 teacher certification

Learning community for transition to university community life. Overview of pre-K to grade 12 teacher certification requirements in Iowa and other states. Program and career planning. Offered on a satisfactory-fail basis only.

C I 219. Orientation to Teacher Education: Math, Science, FCS Education, and History/Social Science Majors.

Cr. 1. F.S. Prereq: Students seeking teacher licensure in mathematics, science family and consumer sciences, or history/social sciences in grades 5-12

Overview of mathematics, science, family and consumer sciences and history/social sciences secondary education (grades 5-12), teacher licensure requirements in Iowa and other states. Program and career planning.

C I 245. Strategies in Teaching.

(2-0) Cr. 2. F.S. Prereq: C I 204; HD FS 220 or HD FS 224 or HD FS 226 (or concurrent enrollment in one of these courses); concurrent enrollment in C I 268; sophomore standing

Introduction to elementary education teaching strategies, classroom management, and curriculum organization. Open to students in the elementary education curriculum or the early childhood education curriculum.

C I 268. Strategies Practicum.

(0-2) Cr. 1. F.S. Prereq: C I 204

Clinical experience, to be taken concurrently with C I 245. Offered on a satisfactory-fail basis only.

C I 280. Pre-Student Teaching Experience.

(1-8) Cr. 0.5-2. Repeatable. F.S.SS. Prereq: C I 280A may be taken alone.

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

A. Pre-Student Teaching Experience: Teacher Aide

B. Pre-Student Teaching Experience: Learning Technologies

C. Pre-Student Teaching Experience: Native American Tutoring

D. Pre-Student Teaching Experience: Museum Education

E. Pre-Student Teaching Experience: Multicultural Youth Experience

F. Pre-Student Teaching Experience: International Student

I. Pre-Student Teaching Experience: Mild/Moderate Disabilities

M. Pre-Student Teaching Experience: Secondary Science

N. Pre-Student Teaching Experience: Cohort Field Experience

O. Pre-Student Teaching Experience: Art Education Field Experience

S. Field Experience for Secondary Teaching Preparation: Pre-Student Teaching Experience for ESL

C I 280A. Pre-Student Teaching Experience: Teacher Aide.

(1-8) Cr. 0.5-2. Repeatable. F.S.SS. Prereq: C I 280A may be taken alone.

Restricted to students with full admission to the University Teacher Education Program.

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280B. Pre-Student Teaching Experience: Learning Technologies.

(1-8) Cr. 1-2. Repeatable. F.S. Prereq: C I 201 or 202; permission of instructor for 2 credits.

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280C. Pre-Student Teaching Experience: Native American Tutoring.

(1-8) Cr. 1. Repeatable. F.S.SS. Prereq: C I 280A may be taken alone.

For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280D. Pre-Student Teaching Experience: Museum Education.

(1-8) Cr. 0.5-2. Repeatable. F.S.SS. Prereq: C I 280A may be taken alone.

For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280E. Pre-Student Teaching Experience: Multicultural Youth Experience. (1-8) Cr. 0.5-2. Repeatable. F.S.SS. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280F. Pre-Student Teaching Experience: International Student. (1-8) Cr. 0.5-2. Repeatable. F.S.SS. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently. Permission of instructor required.*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280I. Pre-Student Teaching Experience: Mild/Moderate Disabilities. (1-8) Cr. 1-2. Repeatable. F.S.SS. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently. Concurrent with SP ED 330.*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280L. Pre-Student Teaching Experience: Early Field Experience. Cr. 0.5-2. Repeatable. F.S.SS. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280M. Pre-Student Teaching Experience: Secondary Science. (1-8) Cr. 1-2. Repeatable. F.S.SS. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280N. Pre-Student Teaching Experience: Cohort Field Experience. (1-8) Cr. 1-2. Repeatable. F.S. *Prereq: Permission of department required.*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 280O. Pre-Student Teaching Experience: Art Education Field Experience. (1-8) Cr. 1-2. Repeatable. F.S. *Prereq: C I 280A may be taken alone. For enrollment in C I 280B-I, C I 280A must be either a prerequisite or taken concurrently. Permission of department required.*

Field experience in area educational settings. 2 1/2-hour blocks of time needed for field experience. Offered on a satisfactory-fail basis only. C I 280 may be taken more than once for credit toward graduation.

C I 290. Independent Study.

Cr. 1-3. *Prereq: 6 credits in education, permission of department chair*
Independent study, under faculty supervision, of a topic in the field of education.

C I 302. Principles and Practices of Learning with Technology.

(2-2) Cr. 3. F.S. *Prereq: C I 201 or C I 202*
Advanced integration of learning technologies into K-12 educational contexts. Students will examine current trends in the use of learning technologies with K-12 students; explore the use of Web 2.0 applications in the classroom; and delve into issues and trends in classroom technology use. Required for Learning Technologies minor.

C I 315. Transfer Orientation.

Cr. 1. F.S.
Overview of elementary education requirements, curricular opportunities, and university procedures. Program planning. Required of all transfer students majoring in elementary education. Offered on a satisfactory-fail basis only.

C I 332. Educational Psychology of Young Learners.

(3-0) Cr. 3. F.S. *Prereq: PSYCH 230 or HD FS 102, open only to majors in Early Childhood Education or Elementary Education*
Psychological theory relevant to classroom learning, cognition, motivation, classroom management and assessment for children from birth to grade 6. Implications of theory for teaching children and for assessing learning in educational settings with young and grade school aged children.

C I 333. Educational Psychology.

(Cross-listed with PSYCH). (3-0) Cr. 3. F.S. *Prereq: PSYCH 230 or HD FS 102, application to the teacher education program or major in psychology*
Classroom learning with emphasis on theories of learning and cognition, and instructional techniques. Major emphasis on measurement theory and the classroom assessment of learning outcomes.

C I 347. Nature of Science.

(Dual-listed with C I 547). (3-0) Cr. 3. F. *Prereq: C I 280M; concurrent enrollment in C I 418 or instructor permission*
The intersection of issues in the history, philosophy sociology, and psychology of science and their application to and impact on science teaching and learning, science teacher education, and science education research.

C I 377. The Teaching of Reading and Language Arts in the Primary Grades (K-3).

(4-0) Cr. 4. F.S.SS. *Prereq: admission to teacher education program, C I 245, SP ED 250, HD FS 240, HD FS 226 (EI Ed majors) or HD FS 221 (ECE majors); concurrent enrollment in C I 448, C I 468A, C I 468C (EI Ed majors) or C I 438, C I 468F, C I 468G, SP ED 368, HD FS 343 (ECE majors)*

Theories, teaching strategies, and instructional materials pertinent to teaching reading, writing, listening, and speaking to children in kindergarten through third grade.

C I 378. The Teaching of Reading and Language Arts in the Intermediate Grades (4-6).

(4-0) Cr. 4. F.S.SS. *Prereq: C I 377; concurrent enrollment in C I 449, C I 468B, C I 468D*

Theories and processes of literacy. Application through reading and writing across the curriculum, integration of language arts, literature-based instruction, and metacognitive strategies.

C I 395. Teaching Reading in Middle and Secondary Schools.

(Dual-listed with C I 595). (3-0) Cr. 3. F. *Prereq: C I 204 and junior standing*
Analysis and application of strategies to enhance students' literacy development in middle and secondary school settings.

C I 406. Multicultural Foundations of School and Society: Introduction.

(3-0) Cr. 3. F.S.SS. *Prereq: C I 201 or C I 202, C I 332 or C I 333, junior classification, admission to teacher education program*
Awareness and nature of cultural pluralism; need for multicultural education; multicultural concepts and theories; cultural groups - their perceptions, needs, and contributions; problems and issues regarding ethnocentrism, prejudice, and discrimination based on race, ethnicity, socioeconomic class, sex/gender, sexual identity, and language in the school environment; curriculum infusion and transformation, multicultural interaction, design and execution of teaching strategies.

Meets U.S. Diversity Requirement

C I 407. Principles and Practices of Distance Learning.

(Dual-listed with C I 507). (2-2) Cr. 3. F.SS. *Prereq: C I 201 or C I 202; convenient access to the Web*
Review of flexible and distance learning (FDL) cases in a variety of contexts and pedagogic styles, identification of underlying principles and frameworks for best practice in this field.

C I 416. Supervised Student Teaching - Elementary.

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

A. Supervised Student Teaching - Elementary: Primary grades (K-3).

B. Supervised Student Teaching - Elementary: Intermediate grades (4-6).

C. Supervised Student Teaching - Elementary: World Language.

D. Supervised Student Teaching - Elementary: International Student Teaching - Primary grades.

E. Supervised Student Teaching - Elementary: International Student Teaching - Intermediate grades.

C I 416A. Supervised Student Teaching - Elementary: Primary grades (K-3)..

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

C I 416B. Supervised Student Teaching - Elementary: Intermediate grades (4-6)..

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

C I 416C. Supervised Student Teaching - Elementary: World Language..

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

C I 416D. Supervised Student Teaching - Elementary: International Student Teaching - Primary grades..

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

C I 416E. Supervised Student Teaching - Elementary: International Student Teaching - Intermediate grades..

Cr. arr. F.S. *Prereq: GPA 2.5; full admission to teacher education; senior classification; C I 378, C I 443, C I 448, C I 449; reservation required*
Supervised teaching experience in the elementary grades.

C I 417. Student Teaching.

(Cross-listed with ENGL). Cr. arr. F.S. *Prereq: 494, admission to teacher education, approval of coordinator the semester prior to student teaching*
Full-time teaching in secondary English: long term and unit planning, lesson planning, classroom teaching practice in English language arts.

- A. Student Teaching: Social Studies-Middle School
- B. Student Teaching: Physical Sciences
- C. Student Teaching: Mathematics
- D. Student Teaching: Biological Sciences
- E. Student Teaching: English and Literature
- G. Student Teaching: World Language
- J. Student Teaching: Earth Sciences
- M. Student Teaching: Science-Basic
- N. Student Teaching: International
- P. Student Teaching: Social Studies-High School
- R. Student Teaching: Music-Elementary
- S. Student Teaching: Music-Secondary

C I 417A. Student Teaching: Social Studies-Middle School.

(Dual-listed with C I 517A). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417B. Student Teaching: Physical Sciences.

(Dual-listed with C I 517B). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*
Supervised student teaching in the liberal arts at the secondary level.

C I 417C. Student Teaching: Mathematics.

(Dual-listed with C I 517C). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417D. Student Teaching: Biological Sciences.

(Dual-listed with C I 517D). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417E. Student Teaching: English and Literature.

(Cross-listed with ENGL). Cr. arr. F.S. *Prereq: 494, admission to teacher education, approval of coordinator the semester prior to student teaching*
Full-time teaching in secondary English: long term and unit planning, lesson planning, classroom teaching practice in English language arts.

C I 417G. Student Teaching: World Language.

(Dual-listed with C I 517G). (Cross-listed with WLC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417J. Student Teaching: Earth Sciences.

(Dual-listed with C I 517J). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417M. Student Teaching: Science-Basic.

(Dual-listed with C I 517M). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417N. Student Teaching: International.

(Dual-listed with C I 517N). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417P. Student Teaching: Social Studies-High School.

(Dual-listed with C I 517P). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417R. Student Teaching: Music-Elementary.

(Dual-listed with C I 517R). (Cross-listed with MUSIC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 417S. Student Teaching: Music-Secondary.

(Dual-listed with C I 517S). (Cross-listed with MUSIC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 418. Secondary Science Methods I: A Research-Based Framework for Teaching Science.

(Dual-listed with C I 518). (2-0) Cr. 2. F. *Prereq: C I 280M; concurrent enrollment in C I 347 and C I 468J*

Development of a research-based framework for teaching science that includes student goals, congruent student actions, the character and role of science inquiry, teaching behaviors and strategies, contemporary learning theories, and self evaluation.

C I 419. Secondary Science Methods II.

(Dual-listed with C I 519). (2-0) Cr. 2. S. *Prereq: C I 418 or C I 518, undergraduate students must register concurrently for C I 468K*

Advancing a research-based framework for teaching science in a variety of school settings, emphasizing the teacher's role, the development and revision of science curriculum, exceptional learners, content area reading strategies, management strategies, technology and student assessment.

C I 420. Bilingualism, Bilingual Education, and U.S. Mexican Youth.

(Dual-listed with C I 520). (3-0) Cr. 3. F. *Prereq: C I 406*

Introduction to research on bilingualism and examination of the social, historical, and political contexts of bilingual education in U.S. schools. Attention to policy environment, school program structure, mode of classroom instruction, family and community context, and attainment of bilingualism and biculturalism for U.S. Mexican youth.

C I 426. Principles of Secondary Education.

(Dual-listed with C I 526). (3-0) Cr. 3. F.S.SS. *Prereq: C I 202, senior classification, admission to teacher education program*

The curriculum, human relations, student evaluation, support services, classroom management, organization of schools, legal aspects of schools, professionalism, and career planning.

C I 433. Teaching Social Studies in the Primary Grades.

(2-0) Cr. 2. F.S. *Prereq: C I 377, HD FS 224; concurrent enrollment in C I 439, SP ED 355, SP ED 455*

Emphasis is placed on providing appropriate social studies learning experiences (e.g. curriculum content, instructional strategies, and assessment) for primary grade children.

C I 438. Teaching Mathematics in the Primary Grades.

(2-0) Cr. 2. F.S. *Prereq: HD FS 224; MATH 195, MATH 196 (minimum grade of C- in both MATH 195 and MATH 196), concurrent enrollment in C I 377, C I 468F, C I 468G, SP ED 368*

Study, development, and application of current methods for providing appropriate mathematics learning experiences for primary grade children. Formal and informal assessment strategies and instructional methods for diverse learners.

C I 439. Teaching Science in the Primary Grades.

(2-0) Cr. 2. F.S. Prereq: C I 377, HD FS 224; concurrent enrollment in C I 433, C I 468I, SP ED 355, SP ED 455

Study, development, and application of current methods for providing appropriate science learning experiences and processes for primary grade children. Formal and informal assessment strategies and instructional methods for diverse learners.

C I 443. The Teaching of Social Studies.

(3-0) Cr. 3. F.S.SS. Prereq: C I 377

Emphasis is placed on providing appropriate social studies learning experiences (e.g. curriculum content, instructional strategies, and assessment) for primary and intermediate grade children.

C I 448. Teaching Children Mathematics.

(3-0) Cr. 3. F.S.SS. Prereq: MATH 195 (minimum grade of C-), MATH 196 (minimum grade of C-); concurrent enrollment in C I 377, C I 468A, C I 468C

Study, development, and application of current methods for providing appropriate mathematical learning experiences for primary and intermediate children. Includes critical examination of factors related to the teaching and learning of mathematics.

C I 449. The Teaching of Science.

(3-0) Cr. 3. F.S.SS. Prereq: C I 377, concurrent enrollment in C I 378, C I 468B, C I 468D, junior classification

Procedures for teaching science to children. Emphasis on developmental implications, teaching processes and methods, current programs, and assessment of learning in science.

C I 450. Ethnicity and Learning.

(Dual-listed with C I 550). (3-0) Cr. 3. Alt. S., offered 2012. Prereq: C I 332 or C I 333, C I 406

Examination of cultural relevance in education. Development and application of strategies and techniques for implementing multicultural goals and multiethnic perspectives in PreK-12 school classroom settings.

Meets U.S. Diversity Requirement

C I 452. Corrective Reading.

(Dual-listed with C I 552). (3-0) Cr. 3. S. Prereq: C I 378 or equivalent; undergraduate students must register concurrently for SP ED 365, SP ED 436; graduate students must have a teaching license

Identification, analysis and correction of reading problems in five areas: print knowledge, integration of print knowledge, oral reading fluency, vocabulary, and comprehension.

C I 454. Emerging Topics in Learning Technologies.

(2-2) Cr. 1-3. Repeatable, maximum of 6 credits. F.S.SS. Prereq: C I 201 or C I 202

Development and application of emerging technology topics related to digital learning. Series of 1-3 credit on-line learning modules on topics such as grant writing, interactive on-line tools, social networking, gaming technologies, technology leadership in schools, and web/graphic design. Required for the Learning Technologies minor.

C I 456. Integrating Technology into the Reading and Language Arts Curriculum.

(Dual-listed with C I 556). (3-0) Cr. 3. F.SS. Prereq: C I 201 or C I 202, C I 377

Methods and strategies used to integrate technology into the reading and language arts curriculum. Use and evaluation of reading and language arts software for elementary classrooms.

C I 468. Supervised Practicum in Teaching.

(2-2) Cr. 2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

A. Supervised Practicum in Teaching: Primary Grades, Reading & Language Arts. Cr. 1

B. Supervised Practicum in Teaching: Intermediate Grades, Reading & Language Arts. Cr. 1

C. Supervised Practicum in Teaching: Mathematics

D. Supervised Practicum in Teaching: Science

E. Supervised Practicum in Teaching: World Language

F. Supervised Practicum in Teaching: Primary Grades, Literacy, Inclusive

G. Supervised Practicum in Teaching: Primary Grades, Mathematics, Inclusive

I. Supervised Practicum in Teaching: Primary Grades, Science, Inclusive

J. Supervised Practicum in Teaching: Secondary Science I

K. Supervised Practicum in Teaching: Secondary Science II

R. Supervised Practicum in Teaching: Reading Endorsement

C I 468A. Supervised Practicum in Teaching: Primary Grades, Reading & Language Arts. Cr. 1.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468B. Supervised Practicum in Teaching: Intermediate Grades, Reading & Language Arts. Cr. 1.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468C. Supervised Practicum in Teaching: Mathematics.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468D. Supervised Practicum in Teaching: Science.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468E. Supervised Practicum in Teaching: World Language.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468F. Supervised Practicum in Teaching: Primary Grades, Literacy, Inclusive.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468G. Supervised Practicum in Teaching: Primary Grades, Mathematics, Inclusive.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468I. Supervised Practicum in Teaching: Primary Grades, Science, Inclusive.

Cr. 1-2. F.S. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468J. Supervised Practicum in Teaching: Secondary Science I.

Cr. 1-2. F.S. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468K. Supervised Practicum in Teaching: Secondary Science II.

Cr. 2. F.S. Prereq: Admission to teacher education program

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 468R. Supervised Practicum in Teaching: Reading Endorsement.

Cr. 1-2. F.S.SS. Prereq: Admission to teacher education program. Permission of department required; concurrent enrollment in C I 378

Observation, application of current methods, and instructional experiences with children in a supervised elementary classroom while engaged in other elementary methods courses. Offered on a satisfactory-fail basis only.

C I 480. Field Experience for Secondary Teaching Preparation.

Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. Prereq: Permission of area coordinator required prior to enrollment

Observation and participation in a variety of school settings after admission to the teacher preparation program. (S/F grading may be used in some offerings of some sections.)

A. Field Experience for Secondary Teaching Preparation: History/Social Sciences

B. Field Experience for Secondary Teaching Preparation: Physical Sciences

C. Field Experience for Secondary Teaching Preparation: Mathematics

D. Field Experience for Secondary Teaching Preparation: Biological Sciences
 E. Field Experience for Secondary Teaching Preparation: English and Literature
 G. Field Experience for Secondary Teaching Preparation: World Languages and Cultures

J. Field Experience for Secondary Teaching Preparation: Earth Science

K. Field Experience for Secondary Teaching Preparation: Music

M. Field Experience for Secondary Teaching Preparation: Middle School

S. Field Experience for Secondary Teaching Preparation: ESL English as a Second Language

C I 480A. Field Experience for Secondary Teaching Preparation: History/Social Sciences.

(Cross-listed with HIST). Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program. (S/F grading may be used in some offerings of some sections.).

C I 480B. Field Experience for Secondary Teaching Preparation: Physical Sciences.

Cr. 0.5. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program. Physical Sciences.

C I 480C. Field Experience for Secondary Teaching Preparation: Mathematics.

Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program. (S/F grading may be used in some offerings of some sections.).

C I 480D. Field Experience for Secondary Teaching Preparation: Biological Sciences.

Cr. 0.5. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

D. Biological Sciences.

C I 480E. Field Experience for Secondary Teaching Preparation: English and Literature.

Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program.

C I 480G. Field Experience for Secondary Teaching Preparation: World Languages and Cultures.

Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program.

C I 480J. Field Experience for Secondary Teaching Preparation: Earth Science.

Cr. 0.5. Repeatable, maximum of 2 times. F.S.

J. Earth Science.

C I 480K. Field Experience for Secondary Teaching Preparation: Music.

(Cross-listed with MUSIC). Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program. (S/F grading may be used in some offerings of some sections.).

C I 480M. Field Experience for Secondary Teaching Preparation: Middle School.

Cr. 0.5-2. Repeatable, maximum of 2 times. F.S. *Prereq: Permission of area coordinator required prior to enrollment*

Observation and participation in a variety of school settings after admission to the teacher preparation program. (S/F grading may be used in some offerings of some sections.).

C I 481. Philosophy of Education.

(Dual-listed with C I 581). (3-0) Cr. 3. Alt. F., offered 2013.

Introduction to Western philosophy of education. Emphasis is placed on enduring debates about the purposes(s) of education in a just society. Readings include classic and contemporary texts.

C I 486. Methods in Elementary School World Language Instruction.
 (Cross-listed with WLC, LING). (3-0) Cr. 3. F. *Prereq: 25 credits in a world language*

Planning, implementation, and assessment of standards-based, student-centered, and thematic instruction in the elementary (K-8) classroom. Special emphasis on K-8 students' communicative skills, cultural knowledge, and content learning. Nonmajor graduate credit.

C I 487. Methods in Secondary School World Language Instruction.
 (Cross-listed with LING, WLC). (3-0) Cr. 3. F. *Prereq: 25 credits in a world language, admission to the teacher education program*

Theories and principles of contemporary world language learning and teaching. Special emphasis on designing instruction and assessments for active learning.

C I 490. Independent Study.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

A. Independent Study: Education

C. Independent Study: Curriculum Construction

D. Independent Study: Principles of Education

E. Independent Study: Methods of Teaching

F. Independent Study: Educational Psychology

G. Independent Study: Digital Learning

H. Independent Study: Honors

J. Independent Study: Multicultural Education

K. Independent Study: History/Social Sciences

M. Independent Study: Mathematics Education

N. Independent Study: World Language

O. Independent Study: Foundations of Education

P. Independent Study: Science Education

C I 490A. Independent Study: Education.

(Cross-listed with MUSIC). Cr. arr. Repeatable. F.S.SS. *Prereq: Permission of instructor; 12 credits in music, approval of department head*

C I 490C. Independent Study: Curriculum Construction.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490D. Independent Study: Principles of Education.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490E. Independent Study: Methods of Teaching.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490F. Independent Study: Educational Psychology.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490G. Independent Study: Digital Learning.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490H. Independent Study: Honors.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490J. Independent Study: Multicultural Education.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490K. Independent Study: History/Social Sciences.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490L. Independent Study: Literacy Education.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490M. Independent Study: Mathematics Education.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490N. Independent Study: World Language.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490O. Independent Study: Foundations of Education.

Cr. 1-3. F.S.SS. *Prereq: GPA of 2.5 or more for preceding semester*

C I 490P. Independent Study: Science Education.

Cr. 1-3. F.S. *Prereq: GPA of 2.5 or more for preceding semester*
 Independent Study in science education.

C I 494. Practice and Theory of Teaching Literature in the Secondary Schools.

(Cross-listed with ENGL). (3-0) Cr. 3. F.S. *Prereq: ENGL 310, ENGL 397, 9 other credits in English beyond ENGL 250, PSYCH 333, admission to teacher education program*

Portfolio review. Current theories and practices in the teaching of literature to secondary school students. Integrating literary study and writing. Preparation and selection of materials. Classroom presentation. Unit planning. (Taken concurrently with C I 280, Cr. 2, and Sp Ed 450).

C I 495B. Independent Study: Teaching Speech.

(Cross-listed with SP CM). (3-0) Cr. 3. F. *Prereq: SP CM 313; 9 credits in speech communication; minimum grade point average of 2.5 in speech communication courses*

Problems, methods, and materials related to teaching speech, theatre, and media in secondary schools.

C I 497. Teaching Secondary School Mathematics.

(Cross-listed with MATH). (3-0) Cr. 3. F. *Prereq: 15 credits in college mathematics and admission to a teacher licensure program, concurrent enrollment in C I 426 or C I 526; C I 480C*

Theory and methods for teaching mathematics in grades 7-12. Includes critical examination of instructional strategies, curriculum materials, learning tools, assessment methods, National Standards in Mathematics Education, and equity issues.

C I 498. Methods of Teaching History/Social Sciences.

(Cross-listed with HIST). (3-0) Cr. 3. F.S. *Prereq: Concurrent enrollment in HIST 480A; Admission to teacher education and 30 credits in subject-matter field* Concurrent enrollment in 480A; Admission to teacher education and 30 credits in subject-matter field. Theories and processes of teaching and learning secondary history/social sciences. Emphasis on development and enactment of current methods, assessments, and curriculum materials for providing appropriate learning experiences.

C I 501. Foundations of Digital Learning.

(3-0) Cr. 3. F.SS. *Prereq: Graduate classification*

Educational philosophies and theories of instructional technology. Application of research to the production and use of instructional technology for learning and teaching. Equipment operation.

C I 503. Designing Effective Learning Environments.

(3-0) Cr. 3. F. *Prereq: 501*

Introduction to theories and models of instructional design. Design decision-making based on the analysis of performance problems and instructional inputs. Practical experience with the design and development of instruction and evaluation principles.

C I 504. Evaluating Digital Learning Environments.

(Cross-listed with HCI). (3-0) Cr. 3. S. *Prereq: C I 501*

Principles and procedures to plan, design, and conduct effective evaluation studies (formative, summative, usability) in different settings are studied. Opportunities to engage in real or simulated evaluation projects of substantial scope are provided. Create evaluation instruments, develop methods with which to evaluate a product or program, conduct try-outs or usability sessions, analyze the data, report the findings, and recommendations are some of the course activities.

C I 505. Using Technology in Learning and Teaching.

(3-0) Cr. 3. F.S.SS. *Prereq: Graduate classification*

Teaching and learning using computers. Selection and evaluation of software and hardware for teaching and learning. Research on computers. Tool software. Telecommunications. Trends in computer-based instruction.

C I 506. Multicultural Foundations of School and Society: Advanced.

(3-0) Cr. 3. F.S.SS. *Prereq: 6 graduate credits in education*

Theories, legal bases, and principles of multicultural education. Pluralism and contributing cultures in the United States; presence and contributions of cultural group diversity with implications for educational programs, curriculum development, classroom instruction, materials utilization and development; problems and issues regarding ethnocentrism, prejudice, and discrimination based on race, ethnicity, socioeconomic class, sex/gender, sexual identity, and language in the school environment; curriculum infusion and transformation, multicultural interaction, design and execution of teaching strategies and techniques; inquiry and research on multicultural education issues.

C I 507. Principles and Practices of Distance Learning.

(Dual-listed with C I 407). (2-2) Cr. 3. F.SS. *Prereq: C I 501, convenient access to the Web*

Review of flexible and distance learning (FDL) cases in a variety of contexts and pedagogic styles, identification of underlying principles and frameworks for best practice in this field.

C I 508. Algebra in the K-12 Classrooms.

(3-0) Cr. 3. F. *Prereq: C I 448, C I 497*

Focus on Algebraic concept explorations and associated procedures. Use of research-based strategies and appropriate technologies to apply fundamental ideas of patterning, coordinate graphing, and relationships among variables into K-12 classrooms. Additional topics facilitate critical examination of K-12 curriculum, pedagogy, and assessment.

C I 509. Geometry in the K-12 Classrooms.

(3-0) Cr. 3. S. *Prereq: C I 448, C I 497*

Euclidean and non-Euclidean geometry explorations with a focus on pedagogical issues in the K-12 classroom. Use of research-based strategies and appropriate technologies to teach geometry in K-12 classrooms. Additional topics from discrete mathematics, history and philosophy of geometry and fractal geometries.

C I 511. Technology Diffusion, Leadership and Change.

(3-0) Cr. 3. S. *Prereq: Admission to graduate study, C I 501 or equivalent and C I 505 or equivalent*

Principles and practices of technology diffusion, leadership and school change. Readings and coursework focus on technology diffusion in a broad sense, and examine more closely how this has played out in educational contexts. Leadership is addressed relative to frameworks and strategies for professional development and organizational change.

C I 512. Research Trends in Digital Learning.

(3-0) Cr. 3. F. *Prereq: Admission to graduate study and at least two courses in research and foundations of instructional technology*

Critical review of current research trends in educational technology. Designed to consolidate graduate students' knowledge of current trends, issues in research, and methods of conducting research in practice.

C I 513. Mathematical Problem Solving in K-12 Classrooms.

(3-0) Cr. 3. F. *Prereq: 6 credits of mathematics, C I 448 or C I 497 or C I 597 or permission of instructor*

Strategies for improving problem solving skills across all strands of mathematics (e.g., geometry, algebra, number theory) will be emphasized. Issues surrounding the appropriate role of problem solving in K-12 mathematics classrooms will also be discussed, including distinctions among teaching "about," "for," and "through" problem solving. Note: This course is open to undergraduate students, but it is a graduate level course.

C I 514. Introduction to the Purposes and Complexities of Science Teaching.

(1-2) Cr. 2. SS. *Prereq: Admission to M.A.T. program*

Introduction to critical issues facing science education, science education goals reflecting contemporary purposes of schooling, and how people learn science.

C I 515. Action Research in Education.

(3-0) Cr. 3. S. *Prereq: Admission to graduate study, one course in research methods, educational inquiry, statistics, educational psychology, or instructional design*

Philosophy and methods of conducting and communicating action research focused on improving educational practices. Designed specifically for practicing teachers.

C I 516. Antiracist Curriculum Development and Implementation.

(2-2) Cr. 3. Alt. S., offered 2013. *Prereq: 9 credits in education*

Introduction to historical, sociological, philosophical and pedagogical foundations of antiracist/multicultural education. Examination of causes of racism, other forms of discrimination, and intergroup conflict from different theoretical perspectives and experiential exercises.

C I 517. Student Teaching.

(Dual-listed with C I 417). (Cross-listed with C I). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*

Supervised student teaching in the liberal arts at the secondary level.

A. Student Teaching: Social Studies-Middle School

B. Student Teaching: Physical Sciences

C. Student Teaching: Mathematics

D. Student Teaching: Biological Sciences

G. Student Teaching: World Language

J. Student Teaching: Earth Sciences

M. Student Teaching: Science - Basic

N. Student Teaching: International

P. Student Teaching: Social Studies-High School

R. Student Teaching: Music-Elementary

S. Student Teaching: Music-Secondary

C I 517A. Student Teaching: Social Studies-Middle School.

(Dual-listed with C I 417A). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching* Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 517B. Student Teaching: Physical Sciences.

(Dual-listed with C I 417B). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching* Supervised student teaching in the liberal arts at the secondary level.

C I 517C. Student Teaching: Mathematics.

(Dual-listed with C I 417C). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*
Supervised student teaching in the liberal arts at the secondary level.

C I 517D. Student Teaching: Biological Sciences.

(Dual-listed with C I 417D). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*
Supervised student teaching in the liberal arts at the secondary level.

C I 517G. Student Teaching: World Language.

(Dual-listed with C I 417G). (Cross-listed with WLC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 517J. Student Teaching: Earth Sciences.

(Dual-listed with C I 417J). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*
Supervised student teaching in the liberal arts at the secondary level.

C I 517M. Student Teaching: Science - Basic.

(Dual-listed with C I 417M). Cr. arr. F.S. *Prereq: Full admission to teacher education, approval of coordinator during semester before student teaching*
Supervised student teaching in the liberal arts at the secondary level.

C I 517N. Student Teaching: International.

(Dual-listed with C I 417N). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 517P. Student Teaching: Social Studies-High School.

(Dual-listed with C I 417P). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 517R. Student Teaching: Music-Elementary.

(Dual-listed with C I 417R). (Cross-listed with MUSIC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 517S. Student Teaching: Music-Secondary.

(Dual-listed with C I 417S). (Cross-listed with MUSIC). Cr. arr. F.S. *Prereq: GPA 2.5; Admission to teacher education, approval of coordinator during semester before student teaching*
Evaluation of instruction, lesson planning, and teaching in the liberal arts and sciences.

C I 518. Science Methods I: A Research-Based Framework for Teaching Science.

(Dual-listed with C I 418). (2-0) Cr. 2. F. *Prereq: C I 514; concurrent enrollment in C I 547 and C I 591D*
Development of a research-based framework for teaching science that includes student goals, congruent student actions, the character and role of science inquiry, teaching behaviors and strategies, contemporary learning theories, and self-evaluation.

C I 519. Secondary Science Methods II.

(Dual-listed with C I 419). (2-0) Cr. 2. S. *Prereq: C I 418 or C I 518, concurrent enrollment in C I 591D*
Advancing a research-based framework for teaching science in a variety of school settings; emphasizing the teacher's role, the development and revision of science curriculum, exceptional learners, content area reading strategies, management strategies, technology, and student assessment.

C I 520. Bilingualism, Bilingual Education, and U.S. Mexican Youth.

(Dual-listed with C I 420). (3-0) Cr. 3. F. *Prereq: C I 506*
Introduction to research on bilingualism and examination of the social, historical, and political contexts of bilingual education in U.S. schools. Attention to policy environment, school program structure, mode of classroom instruction, family and community context, and attainment of bilingualism and biculturalism for U.S. Mexican youth.

C I 523. Teaching Mathematics to Struggling Elementary Learners.

(3-0) Cr. 3. SS. *Prereq: C I 438 or C I 448*
Instructional methods and assessment techniques for elementary students struggling to learn mathematics. Emphasis on current research and practices for at-risk students and students with disabilities.

C I 526. Principles of Secondary Education.

(Dual-listed with C I 426). (3-0) Cr. 3. F.S.SS. *Prereq: 6 credits in education*
The curriculum, human relations, student evaluation, support services, classroom management, organization of schools, legal aspects of schools, professionalism and career planning.

C I 529. Educational Psychology and the Secondary Classroom.

(3-0) Cr. 3. SS. *Prereq: Bachelor's degree; admission into a graduate level teacher licensure program*
Analysis of psychological research theory related to learning, cognition, motivation, individual differences, and teaching techniques. Student and classroom assessment to facilitate positive learning outcomes. Adaption and differentiation of instruction to meet individual learners' needs. This course can only be used for teacher licensure programs. It is not acceptable for use in meeting the non-licensure M.Ed., M.S. or Ph.D. requirements.

C I 533. Educational Psychology of Learning, Cognition, and Memory.

(Cross-listed with PSYCH). (3-0) Cr. 3. F.
Learning, cognition, and memory in educational/training settings.

C I 541. How People Learn: Implications for Teaching Science.

(3-0) Cr. 3. *Prereq: Bachelor's degree*
Current learning theories within science education and their application to science classrooms. Examination of models which assist the implementation of these theories of learning.

C I 546. Advanced Pedagogy in Science Education.

(3-0) Cr. 3. S.SS. *Prereq: Bachelor's degree*
Critical examination of pedagogy, emphasizing teacher behaviors and strategies, methods of self-assessment, action research, and current issues and trends in science education.

C I 547. Nature of Science.

(Dual-listed with C I 347). (3-0) Cr. 3. F. *Prereq: Concurrent enrollment in C I 518 or permission of instructor*
The intersection of issues in the history, philosophy, sociology, and psychology of science and their application to and impact on science teaching and learning, science teacher education, and science education research.

C I 548. Restructuring Science Activities.

(3-0) Cr. 3. S.SS. *Prereq: Admission to teacher education or teaching license classification and completion of C I 506 or permission of instructor*
Modification of laboratory activities and other everyday science activities so they are more congruent with how students learn, the nature of science, and the National Science Education Standards.

C I 550. Ethnicity and Learning.

(Dual-listed with C I 450). (3-0) Cr. 3. Alt. S., offered 2012. *Prereq: Graduate classification and completion of C I 506 or permission of instructor*
Examination of cultural relevance in education. Development and application of strategies and techniques for implementing multicultural goals and multi-ethnic perspectives in PreK-12 school classroom settings.
Meets U.S. Diversity Requirement

C I 551. Foundations of Reading and Language Arts.

(3-0) Cr. 3. Alt. F., offered 2011. *Prereq: Teaching license*
Analyzing, discussing, and researching the theory and practice of current literacy issues.

C I 552. Corrective Reading.

(Dual-listed with C I 452). (3-0) Cr. 3. F.S.SS. *Prereq: C I 378 or equivalent; undergraduate students must register concurrently for SP ED 365, SP ED 436; graduate students must have a teaching license*
Identification, analysis, and correction of reading problems in five areas: print knowledge, integration of print knowledge, oral reading fluency, vocabulary, and comprehension.

C I 553. Teaching Struggling Adolescent Readers.

(Cross-listed with SP ED). (3-0) Cr. 3. SS. *Prereq: Teaching license*
Instructional strategies for enhancing the fluency, vocabulary and comprehension of struggling adolescent readers. Attention to content-area reading materials and strategies.

C I 554. Reading and Responding to Children's Literature.

(3-0) Cr. 3. Alt. F., offered 2012. *Prereq: Senior status or teaching license*
Research and discussion of issues surrounding the classroom use of literature for children and young adults including censorship, diversity, selection, and the influences of technology.

C I 555. Literacy, Leadership, and Advocacy.

(3-0) Cr. 3. S. *Prereq: Graduate Standing*
Examination of the roles of literacy specialists/coaches in diverse pre-K-12 schools and communities. Particular focus placed on current theories, research, standards, and policies relative to literacy processes and instruction, including culturally responsive literacy; processes of successful literacy coaching; and methods of supporting teachers and other school personnel in planning, implementing, and evaluating literacy instruction for all students.

C I 556. Integrating Technology into the Reading and Language Arts Curriculum.

(Dual-listed with C I 456). (3-0) Cr. 3. F.S.S. *Prereq: Teaching license*
Methods and strategies used to integrate technology into the reading and language arts curriculum. Use and evaluation of reading and language arts software for elementary classrooms.

C I 567. Teaching Mathematics to Struggling Secondary Learners.

(Cross-listed with SP ED). (3-0) Cr. 3. *Prereq: Secondary teaching experience*
Instructional methods and assessment techniques for secondary students struggling to learn mathematics. Particular emphasis on current research, practices, and trends in mathematics interventions for at-risk students and students with disabilities.

C I 570. Toying With Technology for Practicing Teachers.

(Cross-listed with M S E). (2-0) Cr. 2. SS. *Prereq: C I 201 or 202 or 505 or equivalent*

A project-based, hands-on learning course. Technology literacy, appreciation for technological innovations, principles behind many technological innovations, hands-on experiences based upon simple systems constructed out of LEGOs and controlled by small microcomputers. Other technological advances with K-12 applications will be explored. K-12 teachers will leave the course with complete lesson plans for use in their classrooms.

C I 578. Pedagogy, Equality of Opportunity, and the Education of Blacks in the United States.

(3-0) Cr. 3. *Prereq: Graduate or senior level status or permission of instructor*
This course takes a nonlinear, reflective view of the historical, social, economic, political, and legal contexts of the education of African Americans in the U.S. Educational theories and philosophies, Critical Race Theory and Black Feminist Thought form the framework for investigating broad-based, multiple issues of education for African Americans in the U.S. as they are situated in the prevailing dominant views.

C I 581. Philosophy of Education.

(Dual-listed with C I 481). (3-0) Cr. 3. Alt. F., offered 2013.
Introduction to Western philosophy of education. Emphasis is placed on enduring debates about the purposes(s) of education in a just society. Readings include classic and contemporary texts.

C I 588. Supervised Tutoring in Reading.

(2-2) Cr. 3. F.S.S.S. *Prereq: Graduate status, teaching license and concurrent enrollment in or completion of one course in corrective reading; diagnosis and correction of reading problems*

Using formal and informal diagnostic procedures to plan and implement individualized reading instruction. Field experience in tutoring and a related research project.

C I 590. Special Topics.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

- A. Special Topics: Curriculum
- B. Special Topics: Digital Learning
- C. Special Topics: Science Education
- D. Special Topics: Secondary Education
- F. Special Topics: Multicultural Education
- G. Special Topics: Mathematics Education
- I. Special Topics: Elementary Education
- J. Special Topics: World Language Education
- K. Special Topics: Educational Psychology
- M. Special Topics: Literacy Education

C I 590A. Special Topics: Curriculum.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590B. Special Topics: Digital Learning.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590C. Special Topics: Science Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590D. Special Topics: Secondary Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590F. Special Topics: Multicultural Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590G. Special Topics: Mathematics Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590I. Special Topics: Elementary Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590J. Special Topics: World Language Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590K. Special Topics: Educational Psychology.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590L. Special Topics: Social Studies Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 590M. Special Topics: Literacy Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 591. Supervised Field Experience.

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

B. Supervised Field Experience: World Language Education

C. Supervised Field Experience: Elementary Education

D. Supervised Field Experience: Secondary Education

F. Supervised Field Experience: Multicultural Education.

G. Supervised Field Experience: Mathematics Education.

M. Supervised Field Experience: Literacy

C I 591B. Supervised Field Experience: World Language Education.

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 591C. Supervised Field Experience: Elementary Education.

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 591D. Supervised Field Experience: Secondary Education.

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 591F. Supervised Field Experience: Multicultural Education..

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 591G. Supervised Field Experience: Mathematics Education..

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 591M. Supervised Field Experience: Literacy.

(0-2) Cr. 1-6. F.S.S.S. *Prereq: 15 graduate credits in special area*
Supervised on-the-job field experience in special area.

C I 593. Workshops.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

A. Workshops: Curriculum

B. Workshops: Digital Learning

C. Workshops: Science Education

D. Workshops: Secondary Education

F. Workshops: Multicultural Education

G. Workshops: Mathematics Education

I. Workshops: Elementary Education

J. Workshops: World Language Education

K. Workshops: Educational Psychology

M. Workshops: Literacy Education

C I 593A. Workshops: Curriculum.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 593B. Workshops: Digital Learning.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 593C. Workshops: Science Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 593D. Workshops: Secondary Education.

Cr. 1-3. F.S. *Prereq: 9 graduate credits in education*

C I 593F. Workshops: Multicultural Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593G. Workshops: Mathematics Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593I. Workshops: Elementary Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593J. Workshops: World Language Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593K. Workshops: Educational Psychology.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593L. Workshops: Social Studies Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 593M. Workshops: Literacy Education.
Cr. 1-3. F.S. Prereq: 9 graduate credits in education

C I 594. Contemporary Curriculum Theory and Principles.
(3-0) Cr. 3. F. Prereq: Graduate standing

Theoretical and historical perspectives of contemporary curriculum; social, cultural, and epistemological aspects of curriculum theory; diverse philosophical positions and approaches to understanding curriculum as it relates to educational settings.

C I 595. Teaching Reading in Middle and Secondary Schools.
(Dual-listed with C I 395). (3-0) Cr. 3. F. Prereq: Graduate status and teaching license

Analysis and application of strategies to enhance students' literacy development in middle and secondary school settings. Research paper related to a course topic.

C I 597. Teaching Secondary School Mathematics.
(3-0) Cr. 3. F. Prereq: 15 credits in college mathematics; and either in a teacher licensure program or in the process of applying, concurrent enrollment in C I 426 or C I 526

Theory and methods for teaching mathematics in grades 7-12. Includes critical examination of instructional strategies, curriculum materials, learning tools, assessment methods, National Standards in Mathematics Education, and equity issues.

C I 599. Creative Component.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

- A. Creative Component: Curriculum
- B. Creative Component: Digital Learning
- C. Creative Component: Science Education
- D. Creative Component: Secondary Education
- F. Creative Component: Multicultural Education
- G. Creative Component: Mathematics Education
- I. Creative Component: Elementary Education
- J. Creative Component: World Language Education
- K. Creative Component: Educational Psychology
- M. Creative Component: Literacy Education

C I 599A. Creative Component: Curriculum.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599B. Creative Component: Digital Learning.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599C. Creative Component: Science Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599D. Creative Component: Secondary Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599F. Creative Component: Multicultural Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599G. Creative Component: Mathematics Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599I. Creative Component: Elementary Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599J. Creative Component: World Language Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599K. Creative Component: Educational Psychology.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599L. Creative Component: Social Studies Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 599M. Creative Component: Literacy Education.
Cr. 1-3. F.S.SS. Prereq: 9 graduate credits in education

C I 601. Foundations of Educational Inquiry.
(3-0) Cr. 3. F. Prereq: Admission to a doctoral program
First of a two-course sequence designed to welcome new Curriculum and Instruction PhD students into the community of educational scholars. Inquiry into (1) the history of education as an academic field of study; (2) the philosophical underpinnings of social scientific and educational inquiry; and (3) the contemporary landscape of the field of education.

C I 602. Educational Inquiry in Action.
(3-0) Cr. 3. S. Prereq: C I 601
Second in a sequence welcoming new Curriculum and Instruction PhD students into the community of educational scholars. Opportunities to learn about a variety of faculty research in the department, engage faculty in conversation about their research, and continue reflecting on the theory and practice of educational inquiry.

C I 603. Advanced Learning Environments Design.
(Cross-listed with HCI). (3-0) Cr. 3. S. Prereq: C I 503
Exploration of advanced aspects of the instructional design process. Application of analysis, design, development and production, evaluation, implementation, and project management principles. Focus on the production and use of instructional technology with an emphasis on the instructional design consulting process. Theory and research in instructional technology provides the foundation for design decisions.

C I 610. Digital Learning in Teacher Education.
(2-0) Cr. 2. F. Prereq: C I 505
Research on using technology in teacher education programs. Application examples studied. Field component involving relating material from class to a teacher education situation.

C I 611. Philosophical Foundations of Digital Learning.
(3-0) Cr. 3. Prereq: 12 graduate credits in curriculum and instruction
Exploration of philosophies of science that serve as foundations for research and practice in instructional technology, including positivism, post-positivism, interpretivism/constructivism, and critical theory. The roles of language, nature of truth and reality, and acceptable ways of knowing are explored in terms of their implications for instructional technology design, delivery, research, and scholarship.

C I 612. Socio-psychological Foundations of Digital Learning.
(3-0) Cr. 3. Prereq: 12 graduate credits in curriculum and instruction
Exploration of theories of learning and associated instructional models that are the foundation for research and practice in education and educational technology, including behaviorism, information processing theory, and cognitive science. Emphasis on cognitive and social constructivist paradigms and the creation and use of constructivist learning environments supported by technology.

C I 615. Seminar.
(0-2) Cr. 1. F.S.
Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

- A. Seminar: Curriculum
- B. Seminar: Digital Learning
- C. Seminar: Science Education
- D. Seminar: Secondary Education
- F. Seminar: Multicultural Education
- G. Seminar: Mathematics Education
- I. Seminar: Elementary Education
- J. Seminar: World Language Education
- K. Seminar: Educational Psychology
- M. Seminar: Literacy Education

C I 615A. Seminar: Curriculum.
(0-2) Cr. 1. F.S.
Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615B. Seminar: Digital Learning.
(0-2) Cr. 1. F.S.
Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615C. Seminar: Science Education.
(0-2) Cr. 1. F.S.
Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615D. Seminar: Secondary Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615F. Seminar: Multicultural Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615G. Seminar: Mathematics Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615I. Seminar: Elementary Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615J. Seminar: World Language Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615K. Seminar: Educational Psychology.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615L. Seminar: Social Studies Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 615M. Seminar: Literacy Education.

(0-2) Cr. 1. F.S.

Selected topics in curriculum and instruction; an analysis of research potential; evaluation of impact upon the profession; implications for additional research.

C I 690. Advanced Special Topics.Cr. arr. Repeatable. *Prereq: 9 graduate credits in education*

A. Advanced Special Topics: Curriculum

B. Advanced Special Topics: Digital Learning

C. Advanced Special Topics: Science Education

D. Advanced Special Topics: Secondary Education

F. Advanced Special Topics: Multicultural Education

G. Advanced Special Topics: Mathematics Education

I. Advanced Special Topics: Elementary Education

J. Advanced Special Topics: World Language Education

K. Advanced Special Topics: Educational Psychology

M. Advanced Special Topics: Literacy Education

C I 690A. Advanced Special Topics: Curriculum.Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690B. Advanced Special Topics: Digital Learning.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690C. Advanced Special Topics: Science Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690D. Advanced Special Topics: Secondary Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690F. Advanced Special Topics: Multicultural Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690G. Advanced Special Topics: Mathematics Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690I. Advanced Special Topics: Elementary Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690J. Advanced Special Topics: World Language Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690K. Advanced Special Topics: Educational Psychology.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690L. Advanced Special Topics: Social Studies Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 690M. Advanced Special Topics: Literacy Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699. Research.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education*

A. Research: Curriculum

B. Research: Digital Learning

C. Research: Science Education

D. Research: Secondary Education

F. Research: Multicultural Education

G. Research: Mathematics Education

I. Research: Elementary Education

J. Research: World Language Education

K. Research: Educational Psychology

M. Research: Literacy Education

C I 699A. Research: Curriculum.Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699B. Research: Digital Learning.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699C. Research: Science Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699D. Research: Secondary Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699F. Research: Multicultural Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699G. Research: Mathematics Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699I. Research: Elementary Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699J. Research: World Language Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699K. Research: Educational Psychology.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699L. Research: Social Studies Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education***C I 699M. Research: Literacy Education.**Cr. arr. Repeatable. *Prereq: 9 graduate credits in education*

Educational Administration Courses

EDADM 541. Principles of Educational Leadership.(3-0) Cr. 3. F.S.SS. *Prereq: Teacher licensure and permission of instructor*

Basic principles of educational organizations, including an understanding of organizational behavior and theoretical approaches to administration. Exploration of substantive elements related to school reform, such as leadership, the change process, current issues in education, and developing a shared vision and mission.

EDADM 551. Supervision for Learning Environments.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Study of effective classroom instructional practices that reflect current principles of learning. Understanding and practice of supervisory techniques that support teachers in improving the teaching and learning process, including skills in observational data collection, data analysis, collaboration, and conferencing skills.

EDADM 552. Current Issues in Site-Level Leadership.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Essential tasks of building-level leadership and management in contemporary school settings, including: curriculum and organizational structure, theory and practice of scheduling, financial management, roles and responsibilities of governance, communication and public relations skills, home/parental involvement and relationships, project and crisis management, technology integration, school climate and culture, effective student support programs such as counseling and guidance, attendance and discipline.

EDADM 554. Leading School Reform.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Study of principles of transformational leadership and collaborative decision-making skills. Leadership activities that facilitate the development of a school culture that embraces change and school reforms that result in high quality schools dedicated to improved student achievement.

EDADM 556. School Systems as Learning Cultures.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Practical and theoretical perspectives on school administrative problems from critical pedagogical studies and research. Exploration of related issues such as cultural literacy, forms of authority and control, and other historical problems of schools in dealing with minorities and culturally different persons.

EDADM 557. Human Resource Development for Learning.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Leadership theory and practice that focuses on the professional development of school staff to promote improved student learning. Principles of school personnel evaluation; legal issues related to hiring, retention, and dismissal; evaluation models for professional and classified staff; and effective professional development models to support lifelong learning and reflective practice.

EDADM 558. Diverse Learning Needs.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Learner needs will be examined from major psycho/social perspectives with stress upon developmental phases of normal growth along with common problems encountered in schools. Issues of racism, gender bias, and socio-economic problems that influence learner responsiveness to school curricula and administrative regulations, routines, and legal requirements.

EDADM 559. Curriculum Leadership.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Generic administrative approaches to the design and delivery of elementary and secondary school curricula including the study of the organizations for learning; cognition and learning theories; validation; concepts of balance; school goals, student assessments and reporting of progress, alignment, and professional development; development of curriculum guides; mapping; employing national standards and benchmarks.

EDADM 575. Education Law and Ethics.(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*

Examination of constitutional, statutory, and judicial provisions as a basis for the legal operation of educational institutions. Rights and ethical responsibilities of school leaders are examined in relation to their roles and responsibilities with boards, other school personnel, and students.

EDADM 590. Special Topics.Cr. 1-4. Repeatable. *Prereq: 9 credits in education***EDADM 591. Supervised Field Experience.**Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*

Supervised on-the-job field experience in special areas.

A. Supervised Field Experience: Elementary Principal

B. Supervised Field Experience: Secondary Principal

EDADM 591A. Supervised Field Experience: Elementary Principal.Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*

Supervised on-the-job field experience in special areas.

EDADM 591B. Supervised Field Experience: Secondary Principal.Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*

Supervised on-the-job field experience in special areas.

EDADM 593. Workshops.Cr. 1-4. *Prereq: 9 credits in education***EDADM 599. Creative Component Development.**Cr. 1-3. *Prereq: 9 credits in educational administration***EDADM 615. Seminar.**

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

A. Seminar: Client Focus

B. Seminar: Research

C. Seminar: Quality Improvement

D. Seminar: Special Services

E. Seminar: Assessment

F. Seminar: Leadership

EDADM 615A. Seminar: Client Focus.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615B. Seminar: Research.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615C. Seminar: Quality Improvement.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615D. Seminar: Special Services.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615E. Seminar: Assessment.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615F. Seminar: Leadership.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 620. Program Induction Leadership Seminar.(3-0) Cr. 3. SS. *Prereq: EDADM 541*

Assessment of candidate skill areas, including communication, leadership, technology, and team facilitation for the development of an individualized learning plan for the program. Orientation to program expectations and leadership challenges in the context of schooling for a global society.

EDADM 621. Aligning the System for Student Achievement.(5-0) Cr. 5. F. *Prereq: EDADM 541*

Alignment of system goals and leadership theory with student achievement, governance, systems thinking, and communication and collaboration with various publics.

EDADM 622. Maximizing Human and Financial Resources for Student Achievement.(3-0) Cr. 3. S. *Prereq: EDADM 541*

Allocation of system resources to enhance student achievement; human resource development and negotiations; and coaching and evaluating the administrative team.

EDADM 623. Mid-Program Leadership Seminar.(1-0) Cr. 1. SS. *Prereq: EDADM 541*

Mid-program assessment of candidate progress and exploration of leadership strategies for working with diverse populations.

EDADM 624. School Finance.(2-0) Cr. 2. SS. *Prereq: EDADM 541*

General issues of school finance and managing school financial affairs. Role of the federal, state and local governments in educational finance, tax issues, and structures; bonding; budget procedures; and non-public school finance issues. Includes attendance at selected sessions of the Iowa School Business Management Academy in May and two additional class sessions.

EDADM 631. Achieving Results Through Accountability Strategies.(5-0) Cr. 5. F. *Prereq: EDADM 541*

Accountability strategies for applying leadership theory to student achievement, governance, systems thinking, change agency, and communication and collaboration with various publics.

EDADM 632. Using System Assets to Create a Culture of Learning.(3-0) Cr. 3. S. *Prereq: EDADM 541*

Leadership strategies to promote a culture of high student achievement; effective human capital management, including recruitment and induction of new personnel; and effective communication with parents and other patrons.

EDADM 633. Career Induction Leadership Seminar.(1-0) Cr. 1. SS. *Prereq: EDADM 541*

Development of entry plan for creating a culture of collaboration; professional growth plan for first year in new position; and authentic performance assessment of values and beliefs platform.

EDADM 634. School Business Management and Accountability.(2-0) Cr. 2. SS. *Prereq: EDADM 541*

Management of school operations; accountability and ethical business practices; risk management; school plant operations, food service and student transportation. Includes attendance at selected sessions of the Iowa School Business Management Academy in May and two additional class days.

EDADM 690. Advanced Special Topics.Cr. 1-3. Repeatable. *Prereq: 9 credits in educational administration***EDADM 691. Clinical Dilemmas of Practice.**Cr. 1-3. Repeatable, maximum of 3 credits. *Prereq: EDADM 541, admission to program, and instructor's approval*

Supervised on-the-job field leadership experience in clinical dilemmas of practice. Offered on a satisfactory-fail basis only.

EDADM 699. Dissertation Research.

Cr. arr. Repeatable. *Prereq: 9 credits in education*

Educational Leadership and Policy Studies Courses

EL PS 591. Social Justice Field Experience.

Cr. 1-3. F.S.SS. *Prereq: EL PS 620*

Supervised field experience in equity and social justice inside/outside higher education.

EL PS 615. Thematic Seminars.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

A. Thematic Seminars: Communication and Team Building

B. Thematic Seminars: Governance, Politics and Policies

C. Thematic Seminars: Law, Equity, Equality

D. Thematic Seminars: Ethics, Justice, and Caring

E. Thematic Seminars: Problem Solving and Planning

F. Thematic Seminars: Critical and Creative Thinking

EL PS 615A. Thematic Seminars: Communication and Team Building.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615B. Thematic Seminars: Governance, Politics and Policies.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615C. Thematic Seminars: Law, Equity, Equality.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615D. Thematic Seminars: Ethics, Justice, and Caring.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615E. Thematic Seminars: Problem Solving and Planning.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615F. Thematic Seminars: Critical and Creative Thinking.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 616. Capstone Experience.

Cr. 3. F.S. *Prereq: 4 credits of EL PS 615*

This experience is designed to explore a topic addressed in one of the thematic seminars. The product of the capstone experience is a written paper of sufficient quality to be submitted to a scholarly journal for review.

EL PS 620. Social Justice Theory, Research, and Practice.

(3-0) Cr. 3. F.

Introduction to social justice theory, research, and practice from a variety of theoretical perspectives in the context of higher education and broader society.

EL PS 621. Pedagogies of Dissent: Radical Theories of Education, Social Justice, and Economic Democracy.

(Cross-listed with W S). (3-0) Cr. 3. S. *Prereq: EL PS 620*

Critical examination of the philosophical foundations of education that seek to challenge the status quo and advance radical educational change. Exploration of macro-level (and some micro-level) issues relevant to educational change, in relation to how they inform practices of dissent and every day social relations.

EL PS 622. Decolonizing Praxis: Anti/post-colonial Theory, Research and Practice.

(3-0) Cr. 3. S. *Prereq: EL PS 620*

Critically probes the philosophical and historical foundations of anti/post-colonial theory. Examination of policy, social, theoretical and educational issues from an anti/post-colonial perspective.

EL PS 624. Critical Race Theory in Higher Education.

Cr. 1-3. SS.

Exploration of the central tenets of critical race theory. Examination of policy, social and educational issues from a critical race perspective.

EL PS 625. Sexual Orientation Issues in Higher Education.

Cr. 1-3. SS.

Exploration of issues related to sexual orientation in higher education. Examination of individual and environmental factors that influence students' success in college. Development of intervention strategies to enhance the college experience for lesbian, gay, and bisexual students.

EL PS 626. Social Justice and Social Change in Higher Education.

(3-0) Cr. 3. F. *Prereq: EL PS 621*

An examination of how changes in the interest of social justice have occurred historically in American higher education. Exploration of social movements and theories of social change.

Historical, Philosophical, and Comparative Studies in Education Courses

H P C 504. Studies in the Foundations of Education in the United States.

(3-0) Cr. 3. SS. *Prereq: Admission to graduate licensure program in teacher education or permission of instructor*

Introduction to the historical and contemporary landscape of schooling in the United States. Emphasis is placed on topics and tensions in the relationship between school and society (e.g. equity of access to education and competing purposes of education) and the implications of these topics and tensions for teaching and learning in public schools. Designed for students in a graduate licensure program.

H P C 581. Philosophy of Education.

(Dual-listed with H P C 481). (3-0) Cr. 3. SS. *Prereq: Graduate classification*

Introduction to Western philosophy of education. Emphasis is placed on enduring debates about the purpose(s) of education in a just society. Readings include classic and contemporary texts.

H P C 582. History of Education in the United States.

(3-0) Cr. 3. *Prereq: Graduate classification*

Survey course in the history of education in the United States, from the colonial era to the present. Emphasis is placed on enduring debates about the purpose(s) of public schooling. Readings include primary and secondary materials.

H P C 588. History of Education in the United States.

(3-0) Cr. 3. *Prereq: Graduate classification*

Survey course in the history of education in the United States, from the colonial era to the present. Emphasis is placed on enduring debates about the purpose(s) of public schooling. Readings include primary and secondary materials.

H P C 590. Special Topics.

Cr. 1-5. F.S. *Prereq: 9 graduate credits in education*

A. Special Topics: History of Education

B. Special Topics: Philosophy of Education

C. Special Topics: Comparative Education

H P C 590A. Special Topics: History of Education.

Cr. 1-5. F.S. *Prereq: 9 graduate credits in education*

H P C 590B. Special Topics: Philosophy of Education.

Cr. 1-5. F.S. *Prereq: 9 graduate credits in education*

H P C 590C. Special Topics: Comparative Education.

Cr. 1-5. F.S. *Prereq: 9 graduate credits in education*

H P C 599. Creative Component.

Cr. 1-3. F.S.

H P C 615. Seminar.

Cr. 1-3. Repeatable, maximum of 3 credits.

H P C 615A, Seminar in History of Education.

A. Seminar: History of Education

B. Seminar: Philosophy of Education

C. Seminar: Comparative Education

H P C 615A. Seminar: History of Education.

Cr. 1. Repeatable.

Seminar in History of Education.

H P C 615B. Seminar: Philosophy of Education.

(1-3) Cr. 1-3. Repeatable.

H P C 615C. Seminar: Comparative Education.

(1-3) Cr. 1-3. Repeatable.

H P C 690. Advanced Special Topics.

Cr. 1-3. Repeatable. F.S.

Advanced special topics.

H P C 699. Research.

Cr. arr. Repeatable.

Higher Education Courses

HG ED 504. Higher Education in the United States.

(3-0) Cr. 3. S. *Prereq: Graduate classification*

Historical development of higher education; diversity, functions, and philosophies of colleges and universities; federal and state roles; review of general, liberal, technical, graduate, and professional education.

HG ED 540. Foundations of Leadership: Learning, Ethics, Self and Interaction.

(2-0) Cr. 2. F. *Prereq: permission of instructor*

Serving as an introduction to developing practicing leaders, this course will create the foundation upon which enduring understanding of leadership will be built. Specifically explored will be learning as the foundation of human enterprise, everyday leadership, determination of common good, roots of individual's actions, sensitivity to others, merits of divergent ideas, questioning the status quo, ethics as personal responsibility and choosing to grow.

HG ED 541. Learning, Leadership, Ethics and Community.

(2-0) Cr. 2. S. *Prereq: permission of instructor*

Serving as the second semester in a program to develop practicing leaders, this course will build upon the foundation started first semester to help students embrace the enduring understandings of leadership. Specifically explored will be team learning and the effect on individuals, skills required for a team to move forward, importance of decisions based on the good of the community, reflection as a means of enhancing learning, and interconnectedness of the individual, the community, and the world.

HG ED 542. Learning, Leadership, Ethics, and Teams; Knowing, Doing and Being.

(2-0) Cr. 2. F. *Prereq: permission of instructor*

The overall purpose of this course is to expand the foundation started in Foundations of Leadership: Learning, Ethics, Self and Interactions and Learning, Leadership, Ethics and Community for developing practicing leadership. The focus will shift from a naive understanding of the concepts of self within a team and community to a more sophisticated understanding of knowing, being and doing leadership.

HG ED 543. Learning, Leadership, Ethics and Teams in Action.

(2-0) Cr. 2. S. *Prereq: permission of instructor*

The purpose of this last (in a series of four) course is to allow students to put their knowledge, skills, and abilities related to leadership, learning, Ethics and Teams into practice. In addition to planning and implementing a major service learning project, the focus will be on the next wave of the study of leadership - connecting leadership to the research about the brain and human learning.

HG ED 544. Foundations of Leadership & Learning.

(3-0) Cr. 3. F. *Prereq: graduate student classification*

First of two-course series to help leaders develop the knowledge and skills to engage the collective capacity of a group to think, learn, and achieve important purpose. The foundation for developing deep understanding about leadership, learning, and the relationships therein. Focus on application of recent knowledge about human learning in the professional practice of leadership. Relationship leadership model and relationship to other leadership models, theories, and concepts; current theories of human learning (including expert/novice and transfer of learning), and interrelationships with leadership practice; critical understanding of self; facilitating learning for others; metacognition as a habit of mind; fundamentals of group interaction theories; social interdependence, communication, trusting, trustworthy goals, decision-making, cohesion, controversy, team development; power, resources, and development of community.

HG ED 545. Connecting Leadership & Learning in Practice.

(3-0) Cr. 3. F. *Prereq: Graduate student classification and completion of HG ED 544*

Second of a two-course series designed to help leaders develop the knowledge and skills to best engage the collective capacity of a group to think, learn and achieve important purpose. Builds on foundation course to support students in creating applications of the relationships between leadership and learning. Focus on developing the habits of mind and habits of practice to best use knowledge about human learning in the professional practice of leadership. Applications of relational leadership model; applications of group interaction theories; development and implementation of action plans to achieve measurable goals; application of current theories of human learning as they relate to leadership; exploration of the fundamentals of emotional intelligence and the impacts on leadership; developing critical habits of mind to practice leadership focused on learning.

HG ED 550. Teaching, Learning and Leadership.

(3-0) Cr. 3. F. *Prereq: Teacher licensure*

Current issues and practices in community college teaching and learning, and the roles and responsibilities of teachers as leaders.

HG ED 561. College Teaching.

(3-0) Cr. 3. *Prereq: 6 graduate credits*

Educational theories, methods and strategies for the improvement of college instruction. Assist potential college instructors in developing knowledge of protocol, assessment, and the scholarship and art of teaching. Emphasis on the unique challenge of college teaching in a changing student population environment.

HG ED 562. Curriculum Development in Colleges.

(3-0) Cr. 3. *Prereq: Graduate classification*

Modes of curriculum design, development, and change in colleges. Development of curricular leadership and evaluation strategies.

HG ED 568. Global Education Policy Analysis.

(3-0) Cr. 3. *Prereq: HG ED 504*

Assessment of global education policy issues in education. Analysis of policies, implementation strategies, and policy outcomes.

HG ED 570. Current Topics in Student Affairs.

Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

D. Current Topics in Student Affairs: Residential Life

G. Current Topics in Student Affairs: Student Affairs Institute

H. Current Topics in Student Affairs: Student Diversity

HG ED 570D. Current Topics in Student Affairs: Residential Life.

Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 570G. Current Topics in Student Affairs: Student Affairs Institute.

Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 570H. Current Topics in Student Affairs: Student Diversity.

Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 574. Student Affairs Practice in Higher Education.

(3-0) Cr. 3. F. *Prereq: Graduate classification, admission to Higher Education Program*

An introduction to the field of student affairs practice with a consideration of student activities, counseling services, financial aid, admissions, student conduct, academic advising, and residential programs; includes community college programs.

HG ED 575. Organization and Administration of Student Affairs.

(3-0) Cr. 3. S. *Prereq: Admission to Higher Education Program, HG ED 574*

Organization structures, role and function of student affairs staff; policies and decision-making for student affairs practice.

HG ED 576. Student Development in Higher Education.

(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*

Theories of student development and their applications in student affairs programs, services, and activities are reviewed. Emphasis is placed on psychosocial, cognitive developmental, and learning theories as well as newer integrative theories.

HG ED 577. Campus Environments and Cultures.

(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*

Study of the impact of the college environment on students and use of environmental theory to create positive learning situations for students.

HG ED 578. Students in American Higher Education.

(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*

The relationship between college students and characteristics from 1950 to the present. Traditional assumptions about the impact of higher education on students will be reviewed and challenged. Campus issues and concerns relative to commuters and residential life. Participants will analyze institutional responses to students through college missions, organizational development, structure, core curriculum and retention.

HG ED 579. Counseling and Group Dynamics in Post-secondary Settings.(3-0) Cr. 3. F. *Prereq: HG ED 574, HG ED 576*

Development of effective, basic counseling skills. Understanding of group dynamics. Ability to work effectively in groups.

HG ED 580. Current Topics in Community Colleges.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

- A. Current Topics in Community Colleges: Student Needs
- B. Current Topics in Community Colleges: General and Liberal Education
- C. Current Topics in Community Colleges: Counseling and Advising
- D. Current Topics in Community Colleges: Adult and Continuing Education
- E. Current Topics in Community Colleges: Development and Remedial Education
- F. Current Topics in Community Colleges: Student Services
- G. Current Topics in Community Colleges: Faculty and Staff Evaluation
- H. Current Topics in Community Colleges: Organization and Administration
- I. Current Topics in Community Colleges: Learning and Teaching
- J. Current Topics in Community Colleges: Human Relations

HG ED 580A. Current Topics in Community Colleges: Student Needs.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580B. Current Topics in Community Colleges: General and Liberal Education.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580C. Current Topics in Community Colleges: Counseling and Advising.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580D. Current Topics in Community Colleges: Adult and Continuing Education.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580E. Current Topics in Community Colleges: Development and Remedial Education.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580F. Current Topics in Community Colleges: Student Services.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580G. Current Topics in Community Colleges: Faculty and Staff Evaluation.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580H. Current Topics in Community Colleges: Organization and Administration.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580I. Current Topics in Community Colleges: Learning and Teaching.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580J. Current Topics in Community Colleges: Human Relations.(1-3) Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 582. The Comprehensive Community College.(3-0) Cr. 3. *Prereq: Graduate classification*

The community college as a unique social and educational institution: its history, philosophy, functions, programs, faculty and student characteristics, organization and finance, trends, and issues. Reviews current research and exemplary community college practices internationally, nationally, and in Iowa.

HG ED 590. Special Topics.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

- A. Special Topics: Student Services
- B. Special Topics: Community Colleges
- C. Special Topics: Current Issues
- D. Special Topics: International Higher Education
- E. Special Topics: Federal and State Affairs
- F. Special Topics: Law in Higher Education
- G. Special Topics: Institutional Research

HG ED 590A. Special Topics: Student Services.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590B. Special Topics: Community Colleges.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590C. Special Topics: Current Issues.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590D. Special Topics: International Higher Education.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590E. Special Topics: Federal and State Affairs.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590F. Special Topics: Law in Higher Education.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 590G. Special Topics: Institutional Research.Cr. 1-4. *Prereq: 9 credits in education*

Independent study on specific topics arranged with an instructor.

HG ED 591. Supervised Field Experience.Cr. 1-4. Repeatable. *Prereq: 9 credits graduate work*

Supervised on-the-job field experience.

HG ED 593. Workshops.Cr. 1-5. Repeatable. *Prereq: 15 credits in education***HG ED 598. Capstone Seminar.**(3-0) Cr. 3. S. *Prereq: Completion of 30 credits in EL PS*

This course is designed to integrate the learning experiences of students completing the Master's Degree Program in higher education. Such issues as ethics, continuing professional development, career planning and leadership will be explored.

HG ED 599. Creative Component.Cr. arr. *Prereq: 9 credits in education***HG ED 615. Seminars in Higher Education.**

Cr. 1-4.

- A. Seminars in Higher Education: Student Services
- B. Seminars in Higher Education: Community Colleges
- C. Seminars in Higher Education: Current Issues
- D. Seminars in Higher Education: International Higher Education
- E. Seminars in Higher Education: Federal and State Affairs
- F. Seminars in Higher Education: Law in Higher Education
- G. Seminars in Higher Education: Institutional Research
- H. Seminars in Higher Education: Research Designs in Higher Education

HG ED 615A. Seminars in Higher Education: Student Services.

Cr. 1-4.

HG ED 615B. Seminars in Higher Education: Community Colleges.

Cr. 1-4.

HG ED 615C. Seminars in Higher Education: Current Issues.

Cr. 1-4.

HG ED 615D. Seminars in Higher Education: International Higher Education.

Cr. 1-4.

HG ED 615E. Seminars in Higher Education: Federal and State Affairs.

Cr. 1-4.

HG ED 615F. Seminars in Higher Education: Law in Higher Education.

Cr. 1-4.

HG ED 615G. Seminars in Higher Education: Institutional Research.

Cr. 1-4.

HG ED 615H. Seminars in Higher Education: Research Designs in Higher Education.

Cr. 1-4.

HG ED 664. College Organization and Administration.(3-0) Cr. 3. F. *Prereq: HG ED 504*

Administrative organization and behavior: communications, leadership, finance, strategic planning, and institutional governance.

HG ED 665. Financing Higher Education.(3-0) Cr. 3. S. *Prereq: HG ED 504*

Lectures, discussions, and individual investigation relating to financial administration in colleges and universities. Budgeting, auxiliary enterprises, administration of financial planning, fund raising, examination of theories on expenditures. Designed for persons aspiring to serve as college administrators.

HG ED 666. Academic Issues and Cultures.(3-0) Cr. 3. S. *Prereq: HG ED 504*

Examination of institutional culture and issues in higher education focusing on the roles and responsibilities of faculty and academic administrators.

HG ED 676. Student Development Theory II.(3-0) Cr. 3. S. *Prereq: HG ED 576*

An examination of social identity theories including those exploring race, ethnicity, gender, class, ability, sexuality, and spirituality. An exploration of how social identity is influenced by the dynamics of power and oppression in education and society and how to enhance the college experiences of students from diverse backgrounds.

HG ED 690. Advanced Special Topics.Cr. 1-4. Repeatable. *Prereq: 9 credits in education***HG ED 699. Research.**Cr. arr. Repeatable. *Prereq: 9 credits in education*

Research and Evaluation Courses

RESEV 550. Introduction to Educational Research.

(3-0) Cr. 3. F.S.SS.

Understanding the nature of quantitative and qualitative research; reviewing the literature; developing research problems and questions; research designs; data collection and analysis issues; evaluating research studies.

RESEV 552. Basic Educational Statistics.

(3-0) Cr. 3. F.

Statistical concepts and procedures for analyzing educational data; descriptive statistics, correlation, t tests, and chi square with computer applications.

RESEV 553. Intermediate Educational Statistics.(3-0) Cr. 3. *Prereq: RESEV 552 or STAT 401*

A continuation of statistical concepts and procedures for analyzing educational data, using multiple regression and logistic regression.

RESEV 554. Intermediate Research Methods.(3-0) Cr. 3. SS. *Prereq: RESEV 553 or STAT 404*

Intermediate quantitative research methodology in preparation for carrying out thesis and dissertation research, with an emphasis on the estimation of causal effects using observational data.

RESEV 570. Surveys in Educational Research.(3-0) Cr. 3. S. *Prereq: RESEV 552 or equivalent*

Examination of survey design and administration in educational research. Designing surveys; developing, evaluating, and asking survey questions; survey sampling; measuring survey reliability and validity; administering mail and web surveys; decreasing survey nonresponse; conducting post-collection survey data processing; conducting survey research with integrity.

RESEV 580. Introduction to Qualitative Research Methodology.

(3-0) Cr. 3.

Qualitative research in the human sciences, emphasizing education; principles of qualitative inquiry, including theoretical foundations, research design, and fieldwork.

RESEV 590. Special Topics.Cr. 1-3. Repeatable. F.S.SS. *Prereq: Graduate standing*

Guided reading and in research and evaluation study on special topic.

RESEV 591. Supervised Field Experience.Cr. 2-4. Repeatable. *Prereq: RESEV 553 or RESEV 680*

Supervised on the job field experience.

RESEV 593. Workshop.Cr. 1-3. Repeatable. F.S.SS. *Prereq: Graduate standing*

Intensive, concentrated exposure to a special educational research or evaluation problem.

RESEV 597. Program Assessment and Evaluation.(3-0) Cr. 3. S. *Prereq: RESEV 550*

Evaluation models and professional standards. Techniques of evaluating educational programs. Emphasis on both theory and practical applications.

RESEV 615. Current Topics in Research and Evaluation.

Cr. 1-3. Repeatable.

RESEV 620. College Access in Policy, Practice, and Research.

(4-0) Cr. 1-3. SS.

Exploration of the plurality of frameworks used to conceptualize college access as a social problem (for research, policy, and practice). Development of application of understandings of college access frameworks to policy, practice, and research.

RESEV 680. Critical Issues in Qualitative Inquiry.(3-0) Cr. 3. S. *Prereq: RESEV 580*

An intensive reading and discussion course focusing on contemporary methodological theory for qualitative inquiry; examines epistemological, ontological, axiological and theoretical assumptions and their consequences for qualitative inquiry in the human sciences; interrogates core concepts of qualitative inquiry such as fieldwork, data, validity and representation.

RESEV 681. Analytical Approaches in Qualitative Inquiry.(3-0) Cr. 3. F. *Prereq: RESEV 580 or equivalent*

Conceptions of data and analysis in qualitative methodologies; focus on applied topics in qualitative data analysis, such as narrative analysis, ethnographic analysis, life history analysis, postmodern analyses, discourse analysis, arts-based analytical strategies, constructing data; combination format of reading and discussion seminars and classroom workshops focusing on individual research projects (not for thesis or dissertation).

RESEV 690. Advanced Special Topics.Cr. 1-3. Repeatable. *Prereq: Graduate standing*

Guided reading and/or study on special topics of an advanced nature.

RESEV 699. Research.

Cr. arr. Repeatable. F.S.SS.

Special Education Courses

SP ED 250. Education of the Exceptional Learner in a Diverse Society.(3-0) Cr. 3. F.S. *Prereq: C I 204*

An overview of students with diverse learning needs, including legal foundations. Emphasis on early identification; educational programming, services and strategies; and preparation for community living in a heterogeneous society. Meets U.S. Diversity Requirement

SP ED 330. Introduction to Instruction for Students with Mild/Moderate Disabilities.(3-0) Cr. 3. F. *Prereq: SP ED 250, concurrent enrollment in C I 280I, C I 377*

Educational services and programming for students with mild/moderate disabilities examined from an historical perspective. Current trends, issues, impact of federal and state laws, and identification procedures. Characteristics of students with mild/moderate disabilities.

SP ED 334. Teaching Exceptional Learners in the General Classroom.(3-0) Cr. 3. F. *Prereq: Concurrent enrollment in SP ED 330*

Evidence-based teaching strategies and instructional accommodations for inclusive education. Emphasis on managing challenging behavior.

SP ED 355. Classroom Assessment in Inclusive Primary Settings.(2-0) Cr. 2. F.S. *Prereq: Concurrent enrollment in SP ED 455; C I 433, C I 439, C I 468I*

Examination and application of strategies for determining special educational needs, planning and evaluating instructional programs, and monitoring student progress.

SP ED 365. Classroom Assessment for Special Education.(3-0) Cr. 3. S. *Prereq: SP ED 330; C I 377*

Formal and informal diagnostic instruments. Determination of special education needs. Planning, adaptation, and formative evaluation of instructional programs for students with mild/moderate disabilities.

SP ED 368. Teaching in Inclusive Primary Settings.

(1-0) Cr. 1. F.S. *Prereq: Concurrent enrollment in C I 377, C I 438, C I 468F, C I 468G*

Federal and state law. Service delivery models. Issues related to providing instruction that meets the needs of diverse learners in inclusive primary settings.

SP ED 401. Teaching Secondary Students with Exceptionalities in General Education.

(2-2) Cr. 3. F.S.

Overview of characteristics and needs of exceptional children/youth and appropriate service delivery options. Legal foundations for special education. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents.

SP ED 416. Supervised Student Teaching.

Cr. arr. F.S. *Prereq: Full admission to teacher education, senior classification, elementary education major; SP ED 330, SP ED 334, SP ED 365, SP ED 436, SP ED 439, C I 280I, C I 452*

Reservation required.

SP ED 436. Instructional Methods for Students with Mild/Moderate Disabilities.

(3-0) Cr. 3. S. *Prereq: C I 245, concurrent enrollment in SP ED 365*

Evidence-based instructional strategies/techniques in academic areas and materials for individual instruction and classroom management for elementary students with mild/moderate disabilities.

SP ED 455. Instructional Methods for Inclusive Primary Settings.

(2-0) Cr. 2. F.S. *Prereq: Concurrent enrollment in SP ED 355; C I 433, C I 439, C I 468I*

Evidence-based instructional strategies and techniques in academic areas that support the learning of students with diverse learning needs. Emphasis on accommodations and alternative teaching strategies to meet individual student needs.

SP ED 459. Field Experience - Students with Mild/Moderate Disabilities.

(0-2) Cr. 1. F. *Prereq: SP ED 365, SP ED 436, concurrent enrollment in SP ED 460*

Observation and involvement with students with mild/moderate disabilities in school settings. Offered on a satisfactory-fail basis only.

SP ED 460. Special Education Seminar.

(1-0) Cr. 1. F. *Prereq: SP ED 436, concurrent enrollment in SP ED 459*

Application of evidence-based instructional strategies/techniques in academic and behavioral areas with students who have mild/moderate disabilities. Discussion of professional practices.

SP ED 464. Collaborative Partnerships in Special Education.

(3-0) Cr. 3. F. *Prereq: SP ED 365, SP ED 436*

Collaborative skills used in education of students with mild/moderate disabilities. Includes collaboration between general and special education teachers, parents, paraeducators, and other education professionals and agencies.

SP ED 490. Independent Study.

Cr. 1-5. F.S. *Prereq: 12 credits in elementary education, permission of department chair*

SP ED 501. Teaching Secondary Students with Exceptionalities in General Education.

(3-0) Cr. 3. SS. *Prereq: Baccalaureate degree*

Overview of characteristics and needs of exceptional children/youth and appropriate service delivery options. Legal foundations for special education. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students complete a literature review on a topic related to students with exceptionalities and their content area.

SP ED 510. Foundations in Mild/Moderate Disabilities.

(3-0) Cr. 3. S. *Prereq: SP ED 501 or equivalent*

Historical and legal foundations for special education. Characteristics, prevalence, and etiology of mild/moderate disabilities. Historical and contemporary models of programming for students with disabilities.

SP ED 511. Foundations of Behavior Disorders and Learning Disabilities.

(3-0) Cr. 3. S. *Prereq: SP ED 501 or equivalent*

Study of theory, characteristics, and special education service delivery models to students with moderate/severe behavior/learning disabilities in the public schools and residential settings.

SP ED 515. Assessment of Children and Youth with Disabilities.

(3-0) Cr. 3. F. *Prereq: SP ED 510 or SP ED 511*

Formal and informal methods of assessment for identification/eligibility, IEP development, and progress monitoring. Formative evaluation of academic and behavioral skills, including curriculum-based measurement and functional behavioral assessment.

SP ED 517. Research Review.

(2-0) Cr. 2. SS. *Prereq: RESEV 550, SP ED 515*

Critical review of recent research in education and related behavioral sciences as applied to education of students with disabilities. Examination of multiple research methodologies.

SP ED 520. Evidence-based Practices for Mild/Moderate Disabilities.

(3-0) Cr. 3. *Prereq: SP ED 510, SP ED 515*

Evidence-based instructional methods for meeting the academic and behavioral needs of students with mild/moderate disabilities. Includes methods, strategies, and behavior management techniques appropriate for students with mild or moderate disabilities.

SP ED 530. Evidence-based Practices in Behavior Disorders.

(3-0) Cr. 3. S. *Prereq: SP ED 511, SP ED 515*

Current research on evidence-based interventions designed to improve the behavior and social skills of students with moderate/severe behavior disorders. Particular emphasis on positive behavioral supports and behavior change strategies.

SP ED 540. Evidence-based Practices in Learning Disabilities.

(3-0) Cr. 3. S. *Prereq: SP ED 511, SP ED 515*

Current research on evidence-based interventions designed to improve the academic performance of students with moderate/severe learning disabilities. Particular emphasis on methods for improving reading, written expression, and mathematics, as well as performance in content-area instruction.

SP ED 553. Teaching Struggling Adolescent Readers.

(Cross-listed with C I). (3-0) Cr. 3. SS. *Prereq: Teaching license*

Instructional strategies for enhancing the fluency, vocabulary and comprehension of struggling adolescent readers. Attention to content-area reading materials and strategies.

SP ED 555. Career Education and Transition for Youth with Disabilities.

(2-0) Cr. 2. SS. *Prereq: SP ED 510 or SP ED 511*

Examination of the academic, personal, social, employability, and daily living skills needed for a satisfactory adult life. Exploration of curricula, programs, and services to meet these needs.

SP ED 560. Classroom Management/Behavior Support.

(3-0) Cr. 3. F. *Prereq: Teaching license*

Emphasis on positive behavioral supports and understanding behavior and its context through a functional behavioral approach. Design and development of carefully planned behavioral intervention programs for groups and individual students in general and special education settings.

SP ED 564. Collaborative Consultation.

(3-0) Cr. 3. F. *Prereq: SP ED 515, SP ED 520 or SP ED 530 or SP ED 540*

Models of consultation. Characteristics and methods to promote effective collaboration with families, paraprofessionals, other school personnel, and representatives of other agencies. Includes specific attention to IEP development as a collaborative process.

SP ED 565. Role of the Consultant.

(1-0) Cr. 1. *Prereq: SP ED 564*

Explore role of the educational consultant in different settings (state department, area education agency, school district, private). Examine roles in relationship to models (mental health, collaborative, organization).

SP ED 567. Teaching Mathematics to Struggling Secondary Learners.

(Cross-listed with C I). (3-0) Cr. 3. *Prereq: Secondary teaching experience*

Instructional methods and assessment techniques for secondary students struggling to learn mathematics. Particular emphasis on current research, practices, and trends in mathematics interventions for at-risk students and students with disabilities.

SP ED 570. Systems-level Supports for Youth with Behavior and Learning Disabilities.

(3-0) Cr. 3. SS. *Prereq: SP ED 511*

Overview of support systems (education, juvenile justice, mental health, communities) that serve students with special education needs. Working with and supporting families.

SP ED 590. Special Topics.

Cr. 1-5. F.S. *Prereq: 15 credits in education, permission of department chair*

SP ED 591. Supervised Field Experience.

(0-2) Cr. 1-6. F.S. *Prereq: 15 graduate credits in special area, admission to the graduate program in special education*

Supervised on-the-job field experience in special areas.

G. Supervised Field Experience: Mild/Moderate Disabilities, K-8

H. Supervised Field Experience: Mild/Moderate Disabilities, 5-12

K. Supervised Field Experience: Behavior Disorders/Learning Disabilities, Ages 5-21

SP ED 591G. Supervised Field Experience: Mild/Moderate Disabilities, K-8.

(0-2) Cr. 1-6. F.S. *Prereq: 15 graduate credits in special area, admission to the graduate program in special education*

Supervised on-the-job field experience in special areas.

SP ED 591H. Supervised Field Experience: Mild/Moderate Disabilities, 5-12.

(0-2) Cr. 1-6. F.S. *Prereq: 15 graduate credits in special area, admission to the graduate program in special education*

Supervised on-the-job field experience in special areas.

SP ED 591K. Supervised Field Experience: Behavior Disorders/Learning Disabilities, Ages 5-21.

(0-2) Cr. 1-6. F.S. *Prereq: 15 graduate credits in special area, admission to the graduate program in special education*

Supervised on-the-job field experience in special areas.

SP ED 599. Creative Component.

Cr. 1-5. F.S.SS. *Prereq: 15 credits in education*

SP ED 615. Seminar.

(1-0) Cr. 1. Repeatable, maximum of 2 credits.

Selected topics in special education. Analysis of current special education research. Evaluation of impact upon the profession. Implications for additional research.

SP ED 699. Research.

Cr. arr. *Prereq: 15 credits in education*