

CURRICULUM AND INSTRUCTION (EDUC-C&I)

Courses

EDUC-C&I 5504 Social Studies In the Schools Credits: 3

Trends and curricular developments in social studies. Focus on the development of social studies concepts, the development of critical thinking skills, and analysis of values.

EDUC-C&I 5505 Introduction To Curriculum Theory Credits: 3

An introduction to curriculum theory with the recognition that knowledge, power, ideology and schooling are connected to patterns of complexity and contradictions. Emphasis will be placed on curricula that cultivate theoretical discourses about the quality and purpose of schooling and human life.

EDUC-C&I 5506 Curriculum Design Credits: 3

This course is designed to enhance educators' skills in the areas of curriculum design and interpretation. Students will apply and adapt strategies for curriculum development as well as for interpreting and adapting existing curricula.

EDUC-C&I 5508 Curriculum And Methods For Teaching The Non-Motivated Learner Credits: 3

Analysis of materials relevant to reluctant learners; student-teacher prepared consumable materials; current research; methods for presenting material.

EDUC-C&I 5509 Reducing Risk Factors For Students In Educational & Community Stn Credits: 3

The course offers an overview of current research and of special programs that deal with students who are likely to fail at school or in life. The roles of the larger society in helping create such problems will be considered. There will be an emphasis on early identification of such students and a consideration and evaluation of a number of programs designed to help them. The course will also present descriptions of the roles that educators can implement in programs designed for prevention and intervention.

EDUC-C&I 5510 Differentiating Instruction Through Teaching/Learning Styles Credits: 3

Teaching practices based upon teaching/learning styles are explored and modeled. Through differentiated instruction students learn to use style preferences to meet the needs of learners in a typical classroom including the culturally diverse, at-risk, the remedial, the learning disabled, the gifted, and the special needs students. Differentiation emphasizes learning centers, self-selection, self-pacing, subgrouping, contracting and peer tutoring. (K-12).

EDUC-C&I 5511 Developing Multidisciplinary Problem Solving Skills Credits: 3

Development of heuristic strategies in problem analysis, information processing, modeling and logical thinking. Study of methods and materials for teaching problem solving strategies, with applications from several school curriculum areas and instructional settings. Use of microcomputers to develop skills.

EDUC-C&I 5512 Strategies For Effective Classroom Management Credits: 3

The course presents several current approaches to classroom management and how they might be applied to the classroom. The approaches are evaluated in terms of psychological theory and research. Direct experiences with discipline problems are offered through simulation and role-playing.

EDUC-C&I 5513 Effective Communication In The Classroom Credits: 3

This course will emphasize the relationship between communication and classroom climate, and the influence of communication on motivation and student behavior. Communication with large groups, small groups, and individuals is studied and practiced.

EDUC-C&I 5514 Fundamentals of Culturally Responsive Pedagogy Credits: 3

This course introduces participants to ways of rethinking the relationships among teaching, learning, learner characteristics and experiences, and learning outcomes for culturally and linguistically diverse students. Particular attention will be given to a framework for understanding the role of culture, the relationship between cultural identity, cultural competence and culturally competent teaching. Participants will be engaged in exploring, constructing/deconstructing, and mapping their cultural identities and worldviews, understanding other microcultural worldviews, and analyzing their implications for teaching and working with diverse students, their families, and communities. The ultimate goal is for participants to cultivate the knowledge, skills and dispositions for culturally responsive pedagogy.

EDUC-C&I 5515 Integrated Arts As A Model For Classroom Instruction Credits: 3

This course provides background on theory, research and practice in arts education. Students will learn to integrate the arts across the curriculum and explore the value of the arts as conveyors of information, powerful tools of communication and bridges to the broader culture. This course will also give the students the opportunity to create, study and experience the arts as a model for classroom instruction.

EDUC-C&I 5516 Understanding the Crisis in Urban Schools Credits: 3

The participants in this course will develop deep knowledge of practices related to long-term and persistent challenges in urban schools. Participants will examine well-documented accounts of conditions and situations within and outside that influence the culture and learning outcomes in high performing and low performing urban schools. These accounts will represent multiple perspectives including those of teachers, administrators, students, parents, and other stakeholders. The insights gained from the documented accounts examined in this course will be used to conceptualize new context-specific approaches and frameworks for improving practices, policies, and learning outcomes in urban schools

EDUC-C&I 5517 Teaching Methods And Practices Credits: 3

This course is designed to present and evaluate basic instructional methods and techniques and to determine the ways in which instruction is affected by the social and cultural context of the school.

EDUC-C&I 5518 Assessment of Diverse Learners, Engagement and Motivation Credits: 3

A framework for assessing diverse learners and implementing culturally responsive pedagogy, leading to increased learner engagement and motivation. An overview of the purposes of assessments, how assessment measures are aligned to the principles of culturally responsive pedagogy, and implications for overall learner academic, personal and social growth. Finally, specific strategies for building engagement and motivation, particularly for learners living in poverty and those from ethnically diverse backgrounds are provided.

EDUC-C&I 5519 Discipline Specific Pedagogy for Diverse Learners Credits: 3

An introduction to the use of research-based, discipline specific pedagogy for traditionally under served students in core subject areas of reading, mathematics, science and social studies. Additionally, participants examine the philosophy and theoretical perspectives that support different pedagogical approaches and the social context for learning in classrooms with diverse students.

EDUC-C&I 5520 English Curriculum In The Middle And High School Credits: 3

Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examination of program objectives, teaching methods, and instructional materials in English.

Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5522 Language Arts Curriculum In The Elementary And Middle School Credits: 3

Consideration of language concepts as they relate to the teaching of the Language Arts in Grades K through 8. Significant research and its application to current trends in teaching the language arts will be explored.

Prerequisites: an undergraduate course in Language Arts or reading.

EDUC-C&I 5523 Advanced Literature For Children Credits: 3

This course emphasizes the critical analysis and selection of a variety of genres of multicultural children's print, digital, and online literature in order to create "windows and mirrors" (Bishop, 1990) through literature for diverse educational settings. It will emphasize using literature with culturally and linguistically diverse groups of students, explicitly modeling literacy skills and teaching literacy strategies, and exploring prevalent myths and stereotypes in society that are often reflected in children's and young adult literature.

EDUC-C&I 5524 Advanced Methods of Teaching English Language Arts for Grades 5-9 Credits: 3

Students will study research-based, developmentally appropriate pedagogies for teaching English Language Arts in grades 5-9. Course will foreground processes of analytic inquiry and cycles of planning, enacting, interpreting and translating learning experiences to meet the needs of all students.

Topics will include methods of teaching reading, literature, writing, language study, speaking/listening, research skills, as well as technology integration.

EDUC-C&I 5525 The Craft of Writing Credits: 3

Students will learn inquiry-based pedagogies for teaching writing in grades 5-9. The course will address the role of the ELA teacher as lead writer in the classroom, and students will develop their own writing process and practice across a range of genres. Students will learn how to create a classroom community of writers through a variety of evidence-based frameworks and practical strategies for effective writing instruction. Topics will address processes of conferencing for instruction, feedback and evaluation supported by current research. Students also will learn effective methods for embedding meaningful stylistic and mechanical instruction to support writer/writing development.

EDUC-C&I 5526 The Craft of Reading Credits: 3

Students will examine inquiry-based pedagogies for teaching reading in grades 5-9. The course will address the role of the ELA teacher as lead reader in the classroom, and students will examine their own reading process and strategies through a variety of interpretive and analytic approaches supported by current research, including reader response and close reading. Topics will address evidence-based frameworks for effective reading instruction, comprehension strategies of diverse readers, and methods of reading assessment, data analysis and reflective practice.

EDUC-C&I 5528 Teaching Nonfiction Texts for Grades 5-9 Credits: 3

Students will gain an understanding of pedagogies for teaching both the craft and criticism of nonfiction texts. Emphasis will be placed upon integration of nonfiction via thematic pairing with existing texts. Topics will include analysis and application of text structures, text features, rhetorical strategies and literary devices, as well as deconstruction and interrogation of state and national standards relating to the teaching of nonfiction texts.

EDUC-C&I 5531 Mathematics Learning Difficulties: Identification and Intervention Credits: 3

Designed for inservice and preservice teachers to explore the interrelation of mathematics concepts and instructional strategies to enhance the mathematical learning of students who underachieve in mathematics and/or struggle with mathematics.

Prerequisites: Any mathematics teaching methods course.

EDUC-C&I 5536 Specialized Secondary School Curriculum Mathematics Credits: 3

Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examinations of program objectives, teaching methods and instructional materials in Mathematics.

Prerequisites: valid regular teaching certificate, undergraduate Special Methods or equivalent, teaching experience.

EDUC-C&I 5539 Mathematics Curriculum Development Credits: 3

Application of principles of curriculum development to the mathematics content and instructions. Development of a rationale for objectives and content selection and for evaluation. Study and evaluation of current programs, trends and experiments.

EDUC-C&I 5540 Evaluation Of Computer Software Credits: 3

The goals of the course are to provide students with a systematic evaluation process which analyzes the hardware resources and application needs of various user groups. This course provides the student with both an academic understanding of evaluation and requirement analysis for educational user groups. The course includes a practicum activity for application projects.

EDUC-C&I 5541 Teaching Mathematics With Computer Credits: 3

The use of a variety of technologies and the appropriate software in teaching secondary mathematics will be investigated and the resulting impact on curriculum will be covered.

Prerequisites: Mathematics teaching certificate or the equivalent of an undergraduate degree in mathematics.

EDUC-C&I 5542 Methods of Teaching English as a Second Language Credits: 3

This course covers the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audiolingual and communicative approaches. Additionally, successful classroom practices that address the needs of culturally and linguistically diverse students will be presented.

EDUC-C&I 5543 English Grammar for ESOL Teachers Credits: 3

This course is about teaching English grammar and methods of teaching grammar for graduates, prospective and current teachers of English to speakers of other languages. It includes analysis of the major grammatical structures of American English, discussion of the role of teaching grammar, effective classroom methods and techniques for the English as a second/foreign language classroom.

EDUC-C&I 5544 Theory and Research in Second Language Teaching and Learning Credits: 3

This course covers both second language learning theories and second language research and design. It will also contain a survey of both qualitative and quantitative research literature.

EDUC-C&I 5545 Linguistics for ESOL Teachers Credits: 3

This course is an introduction to linguistic theories focusing on topics that are particularly relevant to ESOL teachers in culturally and linguistically diverse settings. It also covers applying these theories to practice in ESOL classrooms. The contents include basic practical knowledge in phonetics, phonology, morphology, syntax, pragmatics and semantics.

EDUC-C&I 5546 Intercultural communication Credits: 3

This course serves as an introduction to the background of English language learners (ELL) from many countries of the world. It also serves to facilitate ESOL students' success in ELL and mainstream classrooms. The course will introduce culture in general at first and then focus on how to better understand the ELL students' cultures. Class participants will learn to develop lessons that enhance intercultural communication and understanding among all students.

EDUC-C&I 5547 Second Language Acquisition Credits: 3

The course focuses on the foundations of second language learning and teaching. Major theoretical approaches to second language acquisition and second language learning will be discussed. The course is also one of the requirements for an endorsement to teach in English as a second language classroom.

EDUC-C&I 5548 English As A Second Language In Content Areas Credits: 3

Theoretical perspectives of teaching, learning and researching literacy development. The focus of this course will be on content based English as a second language instruction. The course is one of the requirements for an endorsement to teach in an English as a second language classroom.

EDUC-C&I 5549 Practicum In English As A Second Language Credits: 3

A four-week practicum for teachers and researchers in the field of second language learning and teaching. Students will have the opportunity to develop their own teaching plan of action according to the curriculum guidelines of the program in which they participate. Students will develop a portfolio and reflection piece about their own learning in the practicum.

EDUC-C&I 5551 Science Curriculum In The Middle And High School Credits: 3

Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examination of program objectives, teaching methods and instructional materials in Natural Sciences.

Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5553 Curriculum And Instruction In Science Credits: 3

Advanced study of contemporary programs and practices in science education at all instructional levels. Examination of program objectives and teaching methods and development of instructional materials for classroom use.

Prerequisites: A science teaching methods course and teaching experience.

EDUC-C&I 5554 Assessment In Science Education Credits: 3

Advanced study of science education assessment with option for elementary or secondary emphasis.

EDUC-C&I 5560 Teaching And Learning In The Urban Classroom Credits: 3

Emphasis will be placed on examining cultural beliefs, assumptions, values and their influence on the processes of teaching, perception of the urban learner, understanding the characteristics of the urban learner, and transforming pedagogical practices.

Prerequisites: EDUC-UL 5525 MA Multic Ed Students Only with 15 Prog Credit hours

EDUC-C&I 5561 Teaching Diverse Populations In Today's Classrooms Credits: 3

This course focuses on culturally responsive pedagogies for meeting the academic needs and learning styles of culturally diverse students. Emphasis will be placed on critical investigation of the role of socio-cultural dynamics on learning and teaching, and design of curriculum, materials, and pedagogical and disciplinary practices that affirm student's culture. The ultimate goal of the course is to examine ways in which a culture-based curricular perspective provides powerful scaffolding for enabling and empowering educational experiences for diverse students.

Prerequisites: EDUC-UL 5525, EDUC-UL 5526, EDUC-UL 5527, or EDUC-UL 5528.

EDUC-C&I 5562 Teaching For Equity And Social Justice Credits: 3

This course examines a systems approach to the design, development, assessment, and implementation of school practices that support equity and social justice for all students. It investigates issues of educational inequities and educational empowerment. Practitioners will develop the knowledge, skills and dispositions needed for empowering self and students. Emphasis will be placed on social action learning, empowerment and agency.

Prerequisites: EDUC-UL 5525, EDUC-UL 5526, or EDUC-UL 5528 and EDUC-C&I 5560 or EDUC-C&I 5561 or EDUC-C&I 5562.

EDUC-C&I 5563 Multicultural Perspectives In Education Credits: 3

This course provides an opportunity for students to engage in a critical and in-depth study of multicultural education. Students will examine current theoretical, conceptual, ideological, and political positions that help frame the multicultural education debate. The ultimate goal of the course is to help students develop critical and multiple perspectives about education in a democratic society with the aim of transforming curricular and pedagogical practice.

Prerequisites: EDUC-UL 5525, EDUC-UL 5526, EDUC-UL 5527 or EDUC-UL 5528 and EDUC-C&I 5560 or EDUC-C&I 5561.

EDUC-C&I 5565 Social Studies Curriculum Elementary Education Credits: 3

Trends and new curricular developments in elementary school social studies. Focus on integration of social science concepts, the development of critical thinking skills, and analysis of values.

EDUC-C&I 5566 Social Studies Curriculum In The Middle And High School Credits: 3

Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examinations of program objectives, teaching methods, and instructional materials in Social Studies.

Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5570 Curriculum And Instruction In Technology Credits: 3

Study of contemporary programs and practices of technology usage in education at all instructional levels. Examination and application of technologically enhanced teaching methods, assessment, and curriculum development for classroom use.

EDUC-C&I 5571 Cognition & Technology Credits: 3

The purpose of this course is to respond to current research in the field of cognition and educational technology and design an evaluative research response to a local technology program. The educators will define the concepts concerning implementation of new technologies into learning environments and the mediational effects on the types and quality of learning that result from that process.

EDUC-C&I 5572 Assessing The Role Of Technology In Education Credits: 3

The purpose of the course is to develop an understanding of changing role of technology in education by reviewing current and historical articles on the topic. This includes a historical analysis of trends and expectations within educational settings and outside educational settings and defining the educator's understandings of the role of technology in educational settings, past, present and future.

EDUC-C&I 5573 Development Learning Tech Progs:Traditional & Non-Trad Settings Credits: 3

The purpose of this course is to develop understandings of currently implemented educational technologies including both software and hardware configurations. The educators will review current use of a variety of current technologies integrated into traditional settings and non-traditional settings and evaluate their effectiveness in developing standards-based learning outcomes and constructivist-based learning outcomes.

EDUC-C&I 5575 Internship - Early Childhood Credits: 3-16

Applied experiences in a planned, supervised curriculum program. Seminar accompanies internship experiences.

EDUC-C&I 5576 Administration Of Early Childhood Programs Credits: 3

This course is designed to examine the administrative functions and decisions involved in effectively directing an Early Childhood Program. Students may plan their own Early Childhood Program incorporating philosophical values and beliefs.

EDUC-C&I 5577 Early Childhood Special Education Methods Credits: 3

EDUC-C&I 5577 provides an overview of the field of early childhood special education, with an emphasis on inclusive education for young children ages birth-third grade. This emphasis includes methods and practices for providing services for young children with special needs and their families and the adaptation of developmentally appropriate curriculum and the classroom environment. Historical, political, and theoretical contexts are provided as framework for the course.

EDUC-C&I 5578 Play In Early Childhood Education Credits: 3

The purpose of this course is to study the various play theories and developmental levels of play. Students plan play activities and participate in Early Childhood programs.

EDUC-C&I 5579 History, Theories, And Issues In Early Childhood Education Credits: 3

This course is designed to explore the historical and theoretical principles in early childhood education. Current issues in the field will be examined and discussed.

EDUC-C&I 5580 Curriculum In Early Childhood Education Credits: 3

The content of this course will include an exploration of appropriate curriculum and instruction of early childhood classrooms. Students will recognize, understand and analyze the differences and similarities between early childhood curriculum and instruction methods and elementary education instruction.

EDUC-C&I 5581 Infant-Toddler Programs: Research Theory And Practice Credits: 3

This course is designed to investigate the research relevant to infant and toddler programs, learn about the appropriate curriculum and teaching methods, and visit infant and toddler programs.

EDUC-C&I 5582 Program Models In Early Childhood Education Credits: 3

This course is designed to explore and analyze program models in early childhood education in terms of their theoretical and/or philosophical bases and their transformation into practice. During this process, students are encouraged to evaluate their own personal views and values concerning teaching/learning issues in early childhood education.

EDUC-C&I 5583 Supervision In Early Childhood Education Credits: 3

The purpose of this course is to study the process of effective supervision of staff in the diverse contexts of early childhood education. This course is designed to prepare students to supervise teachers, staff, paraeducators, or volunteers in early childhood education programs. Students will explore theories of adult development, the supervision process, professional development, and the evaluation process.

EDUC-C&I 5584 Early Childhood Culminating Project Credits: 1-6

This seminar is designed for graduate students to explore current issues and topics pertaining to the field of early childhood education. An in-depth investigation of ways to work with community agencies will be included.

EDUC-C&I 5585 Teaching and Learning with Technology Credits: 3

This is an introductory course that covers the fundamental of standard educational computer applications in addition to providing the basic concepts regarding classroom hardware and software integration. This course familiarizes students with the National Educational Technology Standards For Teachers and Students. Because of the computer's increasing importance in all phases of education, hands-on experiences are required throughout the course.

EDUC-C&I 5586 Multimedia in Education Credits: 3

This course will introduce students to a variety of methods for creating instructional multimedia materials for K-16 classroom use, with a particular emphasis on free and web-based digital editing and conversion programs.

Prerequisites: EDUC-C&I 5585 (or TCH-ED 385).

EDUC-C&I 5587 Facilitating Technology Implementation Credits: 3

This course will prepare students to facilitate the integration of educational technology in PK-12 settings. Skills taught will include planning and implementing educational technology professional development to classroom teachers and integration strategies that increase the potential for meaningful learning.

Prerequisites: EDUC-C&I 5585 (or TCH-ED 385).

EDUC-C&I 5589 Special Topics In Education Credits: 1-6

A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589AD Special Topics in Education Credits: 1-6

A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589AM Special Topics In Education Credits: 1-6**EDUC-C&I 5589CD Special Topics In Education Credits: 1-6****EDUC-C&I 5589EG Special Topics In Education Credits: 1-6****EDUC-C&I 5589ES Special Topics Credits: 3****EDUC-C&I 5589GR Special Topics In Education Credits: 1-6****EDUC-C&I 5589HR Special Topics In Education Credits: 1-6****EDUC-C&I 5589IC Special Topics In Education Credits: 1-6****EDUC-C&I 5589ME Special Topics In Education Credits: 1-6****EDUC-C&I 5589SC Special Methods Science Credits: 5****EDUC-C&I 5589SE Special Methods English Credits: 5****EDUC-C&I 5589SM Special Methods Math Credits: 5****EDUC-C&I 5589SS Special Methods Social Studies Credits: 5****EDUC-C&I 5589TL Special Topics In Education Credits: 1-6**

Special Topics In Education

EDUC-C&I 5589TM Special Topics In Education Credits: 1-6

A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589UC Sepcial Topics in Education Credits: 1-6

EDUC-C&I 5590 Seminar Credits: 3

Discussion and evaluation of literature in curriculum.

Prerequisites: EDUC-C&I 5505.

EDUC-C&I 5591 Curriculum & Instruction For The 21St Century Credits: 3

A seminar including critical examination of current issues affecting schools such as education for democracy and global interdependence in a diversified society, curriculum and instruction in a technological, post-industrial society; the changing demographics of the U.S. and the implications for curriculum and instruction; and the roles of teachers and administrators in the school of the future. Students will be actively involved in 'research-in-action' study of both theory and practice.

EDUC-C&I 5595 Action Research For Practitioners Credits: 3-6

The focus of this course will be on a guided graduate research paper experience. Course participants will conduct independent research on classroom and school interactions. Participants will position individual research projects within relevant reviews of literature. Course must be completed during the candidate's final 2 semesters.

EDUC-C&I 5596 Classroom Assessment Credits: 3

This course is designed to help practitioners develop an understanding of the various roles of classroom assessment, strengthen their own assessment strategies be able to better use data in the development of curriculum that is appropriate for all learners. Students will develop a more clear understanding of the relationship of curriculum, instruction assessment ways in which good assessments can help diverse learners.

EDUC-C&I 5598 Individual Studies Credits: 1-6

Review of the research and trends relative to curriculum in education.

EDUC-C&I 5618 Survey Of Research In Curriculum Credits: 3

Review and analysis of research in curriculum theory and methods.

EDUC-C&I 5619 Systemic Curriculum Evaluation and Review Credits: 3

This course focuses on current practices in systemic curriculum review at the grade, school, district or state level in order to better serve the needs of diverse learners. Emphasis will be placed on the processes of curriculum review, curriculum change, implementation, evaluation of changes, and on-going long-range curriculum planning and review.

EDUC-C&I 5620 Seminars In Theories Related To Curriculum Credits: 3

Study of major historical developments in curriculum and their influence on contemporary models and practices.

Prerequisites: EDUC-C&I 5504 or EDUC-C&I 5505.

EDUC-C&I 5626 Seminar in Multicultural Perspectives In Education Credits: 3

This seminar provides an opportunity for student engagement in critical and in-depth study of multicultural perspectives in education. Students will examine current demographic and achievement realities and the theoretical, conceptual, ideological, and political positions that frame multicultural education. The ultimate goal is to help students develop multicultural competence, critical and multiple perspectives about education for a democratic society, and comprehensive knowledge base, skills, and dispositions for transformative intellectualism and change agency.

Prerequisites: Interdisciplinary Ph.D. Student Status and EDUC-R&P 5608.

EDUC-C&I 5640 Curriculum and Teaching for the College Classroom Credits: 3

This course provides a foundation for preparing for and engaging in instruction at the college level. The emphasis is on curriculum planning, assessment, feedback, classroom interactions, and student motivation across a wide variety of discipline areas. This course may also be counted toward course credit allocation for the Preparing Future Faculty online graduate certificate program.

EDUC-C&I 5641 Apprenticeship and Conference in College Training Credits: 2-6

This course provides a foundation for preparing for and engaging in instruction at the college level. The emphasis is on apprenticeship experience in preparing, conducting, and evaluating college teaching under direction of and in conference with supervising professors.

EDUC-C&I 5690 Special Problems Credits: 1-6

Individual studies: thesis exploration, special reading.

EDUC-C&I 5697 Dissertation Curriculum And Instruction Credits: 1-16

Dissertation Curriculum And Instruction