CURRICULUM AND INSTRUCTION (CI)

Ci Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/CI)

Courses

CI 199  Undergraduate Open Seminar  credit: 1 to 5 Hours.
Approved for both letter and S/U grading. May be repeated.

CI 210  Introduction to Digital Learning Environments  credit: 3 Hours.
Surveys the field of digital environments and their capacity to support teaching and learning. Examines theories of interactivity, immersion, learning with multi-media, and digital literacies to discuss and evaluate various digital environments. Students learn to critically assess digital environments and to create original prototypes that target a specific and important learning or teaching goal. Environments that will be discussed and experimented with in class include virtual worlds, social networks, digital classrooms, interactive exhibits, video games, and tangible technologies.

CI 260  Serving Child in Schools/Comm  credit: 3 Hours.
This community engagement course is designed for students interested in working with children (defined as birth through high school), careers serving children, and/or parenthood. The focus for this course is tutoring and mentoring children (elementary through high school). A minimum of two hours per week of approved community service related to children is a requirement of the course. Placements with schools will be made through the course instructor. Class content focuses on relating to children, motivating and engaging children in learning, community institutions and agencies serving children, and social issues affecting the lives of American children today.

CI 335  Content Area App of Educ Tech  credit: 1 Hour.
Course will explore a wide range of educational technologies, investigating in detail those that can be effectively integrated into the full range of content areas in education. Course will cover the use of distributed information servers, multi-media collaborative network applications and other advanced instructional technologies to support learning and teaching. Approved for letter grade. Prerequisite: EPS 201, EPSY 236 or equivalent; admission to Elementary or Secondary Teacher Education Program.

CI 395  Independent Study  credit: 2 or 3 Hours.
Permits study of problems not considered in other courses; for students who excel in self-direction and intellectual curiosity. Approved for both letter and S/U grading. Prerequisite: Junior or senior standing; minimum GPA of 3.5; completion of Advanced Composition requirement, and consent of adviser and staff member supervising the work.

CI 401  Intro Tchg in a Diverse Societ  credit: 3 Hours.
Orients the student to ways in which English, Mathematics, Science, or Social Studies is learned in middle school and senior high school settings. Integrates an introduction to the use of technology as both a tool and a context for teaching and learning. As participants in a series of learning activities, students will reflect on the teaching and learning of English, Mathematics, Science, or Social Studies from an inquiry oriented perspective. Coursework is integrated with a middle or high school field experience to connect theory with practice in an examination of research and current trends in English, Mathematics, Science, or Social Studies education. 3 undergraduate hours. 3 graduate hours. Prerequisite: EPS 201, EPSY 201 or equivalent, concurrent enrollment in EOL 440, and admission to the Secondary Teacher Education Program.

CI 402  Tchg Diverse Middle Grade Stu  credit: 3 Hours.
Examines the curriculum and philosophy of teaching students in the middle grades. Students will focus on a number of related topics including teaching a diverse middle school student population, including all students in instruction, using technology for teaching middle school English, Mathematics, Science, and Social Studies and alternative means of assessing students’ learning. Seminar content will be integrated with coursework in adolescent development, and special education in middle school settings. Coursework is integrated with a middle grade field experience. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 401 and concurrent enrollment in CI 473 and EPSY 430.

CI 403  Tchg Diverse High School Stu  credit: 3 Hours.
Examines the curriculum and philosophy of teaching students in high school grades. Students will focus on a number of related topics including teaching a diverse student population, including all students in instruction, using technology for teaching high school English, Mathematics, Science, and Social Studies and alternative means of assessing students’ learning. Seminar content will be integrated with coursework in instructional technology, assessment, and special education with high school students. Coursework is integrated with a high school field experience. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 402. Requires concurrent enrollment in EPSY 485 and SPED 405.

CI 404  Tchg and Assessing Sec Sch Stu  credit: 4 Hours.
Emphasizes the practical application of theory and recommended practices for developing curriculum, teaching, and assessing learning in the middle and senior high school years. 4 undergraduate hours. 4 graduate hours. Prerequisite: CI 403. Concurrent enrollment in EDPR 442 required.

CI 405  Intro Tchg Elem Age Children  credit: 2 or 3 Hours.
Examines the contexts of elementary education in the public schools. Includes content on teaching as a profession and community/family contexts of education. Coursework is integrated with field experiences with elementary children. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

CI 406  Thry Prac in Elem Schl Tch I  credit: 4 Hours.
Course examines teaching in the elementary grades. Students will focus on a number of related topics, including classroom management, instructional design, personal and professional attributes of effective teachers, and multicultural perspectives. Coursework is integrated with field assignments in public elementary schools. 4 undergraduate hours. 4 graduate hours. Prerequisite: CI 405; admission to the Elementary Teacher Education Program.
CI 407 Thry Prac in Elem Schl Tchg II credit: 2 or 3 Hours.
Course continues the examination of teaching in the elementary grades, begun in CI 405 and CI 406. In addition to continuing the study of some topics introduced in the previous courses, students will focus on the following topics as they complete student teaching: designing instruction for classes including special needs students, managing technology in the classroom, and working with parents. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: CI 406; admission to the Elementary Teacher Education Program. Requires concurrent enrollment in EDPR 432.

CI 410 Middle School Instruction credit: 2 Hours.
Students will develop an understanding of middle school instructional theory and practices, with a focus on teaching in their content area(s) of concentration. Emphasis is on middle school instruction based on the current standards of the National Middle School Association. 2 undergraduate hours. 2 graduate hours.

CI 415 Lang Varieties,Cult,& Learning credit: 3 Hours.
For students in the elementary and middle grades licensure programs. Introduces students to issues related to first- and second-language development, cultural diversity, and language variation. Addresses the above issues in terms of teaching and learning and serves as a base for subsequent courses that will extend these issues in the content areas. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to a teacher preparation program.

CI 420 Found of Early Childhood Educ credit: 3 OR 5 Hours.
Study of the role of the early childhood teacher in designing, organizing, and implementing educational programs for children in preschools, kindergartens, and the first three grades of the elementary school; includes the history, philosophy, and theory of early childhood education; includes morning school practicum providing at least 90 hours of early field experience. 3 or 5 undergraduate hours. 3 or 5 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program; EPSY 236; EPS 201; CI 468.

CI 421 Prin & Prac in Early Childhood credit: 3 Hours.
Studies the principles and practices of using play as an educational tool in early childhood education; reviews historical, philosophical, and psychological foundations of nursery-kindergarten methods; assesses techniques relating play to various aspects of instruction; surveys materials and equipment; and presents methods of classroom evaluation. 3 undergraduate hours. No graduate credit. Prerequisite: CI 420; admission to the Early Childhood Teacher Education Program. Concurrent enrollment in EDPR 420 and EDPR 438; credit or concurrent registration in EDPR 250, section EC.

CI 422 Families, Communities, Schools credit: 3 Hours.
Principles and practices of building partnerships and collaboration among families, community agencies, and schools in a diverse society for early childhood professionals; covers strategies for building understanding, trust, and effective communication with all children and their families including those who have special needs, have cultural and linguistic differences, come from non-traditional family configurations, and who face poverty, health problems, and/or family dysfunction. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program.

CI 424 Child Development & Technology credit: 3 or 4 Hours.
Theories of development will inform an analysis of current technologies marketed for pre-school children; issues related to technology and childhood will be explored. One class each week will focus on lectures and discussions about child development, the second class will focus on presentation of technology or technology genre and evaluation of their value for young children. 3 undergraduate hours. 4 graduate hours. Approved for both letter and S/U grading.

CI 430 Teaching Children Mathematics credit: 3 Hours.
Examines children's learning of mathematics and meaningful instructional methods, representations and materials. Emphasis given to number and operations (including both whole and rational numbers), number theory and statistics/probability. Includes laboratory experience with supervised problem solving. 3 undergraduate hours. 3 graduate hours. Credit is not given for both CI 430 and CI 431. Prerequisite: MATH 103; admission to the Elementary Teacher Education Program.

CI 431 Tchg Elementary Mathematics credit: 4 Hours.
Examines the organization, scope, and sequence of the mathematics program and the functional nature of mathematics; methods, techniques, experiences, and materials of value in teaching mathematics, and the role of the classroom teacher. Includes laboratory experience, with supervised problem solving. 4 undergraduate hours. 4 graduate hours. Credit is not given for both CI 430 and CI 431. Prerequisite: MATH 103; admission to the Special Education Program.

CI 432 Invest Approach Elem Math Inst credit: 3 Hours.
Course will model and examine an investigatory approach to elementary mathematics instruction, which is purposeful, inquiry-based, and meaningful mathematics instruction. Particular focus will be given to the teaching and learning of measurement, geometry and algebra/functions. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 430 or CI 431; admission to the Elementary Teacher Education Program.

CI 433 Found of Bilingual Educ credit: 2 to 4 Hours.
Analyzes historical, political, and educational influences on bilingual/ESL education in US. Theoretical foundation of bilingual and ESL programs are examined as well as the effectiveness of program models in promoting academic achievement. Meets standards and course requirements for the Illinois State Board of Education Teaching Approval and Endorsement for Bilingual and ESL teachers. Same as LLS 433. 3 undergraduate hours. 2 or 4 graduate hours.

CI 434 Teaching Secondary Math credit: 3 Hours.
This is a required course for students seeking a mathematics endorsement at the middle school level while earning or holding teacher certification in another subject area. It is also required for students completing the campus Teacher Education Minor in Mathematics for grades 9-12 and the Teacher Education Minor in Mathematics for grades 6-8. This methods course covers: a) The NCTM and Illinois Learning Standards for Mathematics, b) "Best practice" in mathematics pedagogy, c) Assessment in the mathematics classroom, d) technology in mathematics classrooms, and e) the design of unit and lesson plans in mathematics. Students will design and deliver lessons as part of their course work. 3 undergraduate hours. 3 graduate hours. Prerequisite: Although there are no stated prerequisites for this course, it is advised that most, if not all, of the mathematics content requirements be completed before taking this course.

Information listed in this catalog is current as of 12/2015
CI 435  Computer-Assisted Instruction  credit: 4 Hours.
Computer-assisted instruction (CAI) and its relation to classroom teaching; the teacher's role in development, management, and criticism of CAI lessons; treatment of topics including instructional capabilities of CAI systems, instructional programming, and the design of CAI lessons. 4 undergraduate hours. 4 graduate hours. Prerequisite: A 100 level Computer Science course or consent of instructor.

CI 436  Computer and Mathematics Educ  credit: 4 Hours.
Examines the role of the computer as an instructional tool in the secondary school mathematics classroom; reviews curricular materials and develops sample classroom projects in computer mathematics; analyzes computational problems and develops algorithms for their solution; and includes iteration, Monte Carlo methods, and simulation. 4 undergraduate hours. 4 graduate hours. Prerequisite: CS 101 or consent of instructor.

CI 437  Educational Game Design  credit: 3 or 4 Hours.
Examines the role that physical and digital games play in learning. Focuses on how people learn through play and how game structures support educational outcomes. Principles of game design are described and students apply them to the design of original games with a specified educational objective. Students learn to prototype, playtest, and evaluate the educational content of games. Surveys and samples games in the areas of serious games, persuasive games, games for impact, etc. 3 undergraduate hours. 4 graduate hours. Prerequisite: Junior standing or consent of instructor.

CI 438  Comp Prgrmmg and the Classroom  credit: 3 or 4 Hours.
A course for teaching methods related to computer programming in K-12 settings. Introduces theoretical and practical aspects of computer science education with an emphasis on learning to code and integrating coding into the classroom. Reviews pedagogical trends in computer science education for children of all ages, employing a variety of hands-on activities using developmentally-appropriate materials and resources. No prior programming experience required. 3 undergraduate hours. 4 graduate hours.

CI 442  Math, Sci, Tech in Early Child  credit: 5 Hours.
The principles, place and practice of science and mathematics education in early childhood education and in the lives of young children; stresses the functional nature of science and mathematics and their inter-relatedness; presents methods, techniques, experiences, and materials of value in teaching mathematics and science in early childhood education; and the role of the classroom teacher. Opportunity for experience in field and laboratory work. 5 undergraduate hours. 5 graduate hours. Prerequisite: CI 420, general education requirements in mathematics (MATH 103 or equivalent), 2 years of college science, admission to the Early Childhood Teacher Education Program. Requires concurrent enrollment in EDPR 432.

CI 444  Social Stud Early Childhood Ed  credit: 2 Hours.
Course emphasizes the place of social studies in early childhood education program (preschool - grade 3). Focuses on several areas of knowledge related to the social life of the community as it is concerned with young children; (1) knowledge from the social sciences, (2) social cognition and social skills learning, and (3) ways of dealing with cultural and social diversity. 2 undergraduate hours. 2 graduate hours. Prerequisite: CI 420; admission to the Early Childhood Teacher Education Program.

CI 446  Culture in the Classroom  credit: 2 to 4 Hours.
Explores cultural, political, and social factors that affect learning and teaching. Introduces students to the fields of educational anthropology and multicultural education and to the application of cultural information to curriculum development and classroom practice. The 3-hour undergraduate version and 4-hour graduate version meet the Cross-Cultural Studies for Teaching Limited-English-Proficient Students requirement for Bilingual and/or ESL Teaching Approval or Endorsement from the Illinois State Board of Education. 3 undergraduate hours. 2 or 4 graduate hours.

CI 447  Iss Prac in Address Diversity  credit: 1 Hour.
Course examines multiple perspectives on and pedagogical responses to the historical diversity that has characterized United States education since its beginning. Course places particular emphasis on cultural issues, including the social construction and implication of race in contemporary society. Identity issues play a significant role as students examine the intersections of their biographies with those children in classrooms, especially in relation to classroom practices and the belief systems embodied in them. Developing concepts of racism (personal, cultural, and institutional) as well as of class and gender, are pivotal in response to agendas of privilege, equity, and justice. Culturally relevant practices are examined, as well as those developed in regard to differences in "ability" or in response to language and dialect differences. 1 undergraduate hour. 1 graduate hour. Prerequisite: CI 448; admission to the Elementary Teacher Education Program.

CI 448  Tchg Elem Social Studies  credit: 3 Hours.
Course examines the nature and role of social studies in elementary schools, both in terms of the formal curriculum and of the impact of the school as a social system on children's social learning. Examines multiple approaches to what should be experienced and learned in social studies as well as the nature of social inquiry. Various instructional methods emphasizing direct experiences as well as reading are emphasized. Local, state, and national trends in curriculum and evaluation are addressed. Students engage in social inquiry, as well as develop, implement, and evaluate an action research project focusing in depth on a particular practice of social education. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

CI 449  Issues in Latina/o Educ  credit: 2 to 4 Hours.
Critiques and explores various theoretical frameworks used to explain Latina/Latino academic achievement. Examines curricular and instructional issues by investigating how different school systems have implemented schooling for Latina/Latino students. Develops critical understanding of the role of education within the Latina/Latino community. Same as LLS 449. 3 undergraduate hours. 2 or 4 graduate hours.

CI 450  Tchg Elem Science I  credit: 2 or 3 Hours.
Course is the first of two, 3-hour science methods courses in the elementary education program, which will examine elementary science content, learning theory, and the teaching of science in the elementary school. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.
CI 451   Tchg Elem Science II   credit: 2 or 3 Hours.
Course is the second of two 3-hour science methods courses in the elementary education program. Focus on in-depth understanding of inquiry science teaching. Coursework is integrated with field assignments in schools. Topics include curriculum materials; literacy instruction in science; children's "thinking" about science; differentiated instruction; assessment; incorporating technology. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: CI 450; admission to the Elementary Teacher Education Program.

CI 465   Lang Literacy in EC Educ I   credit: 3 Hours.
Basic principles, techniques, and materials for the emergent literacy classroom. Emphasizes linguistic and cultural factors in culturally diverse settings. 3 undergraduate hours. 3 graduate hours. Prerequisite: EPSY 236; admission to the Early Childhood Teacher Education Program. Concurrent enrollment in CI 420.

CI 466   Lang Literacy in EC Educ II   credit: 2 Hours.
Emphasizes developmentally appropriate practices for the teaching of reading and writing in grades K-2. 2 undergraduate hours. 2 graduate hours. Prerequisite: CI 465. Requires concurrent enrollment in EDPR 432.

CI 467   Princ Tchg Lit to Child Youth   credit: 3 Hours.
Examines literature written for children and youth and the uses of literature in the school curriculum. 3 undergraduate hours. 3 graduate hours. Credit is not given for both CI 467 and LIS 403. Prerequisite: One college course in literature; admission to the Elementary Teacher Education Program.

CI 468   Children's Lit for EC Edu   credit: 2 Hours.
Examines literature written for children ages birth-eight years, extensive reading and analysis of literature in all genres and formats; evaluations of literature in relation to cognitive and linguistic development, emergent literacy, linguistic and cultural diversity, and family and school literacy; reviews and applies theories about the functions of literature. 2 undergraduate hours. 2 graduate hours. Prerequisite: One college course in literature; admission to the Early Childhood Teacher Education Program.

CI 471   Princ Prac Foster Indep Rdg   credit: 2 to 4 Hours.
Emphasizes reading comprehension and reading to learn in content fields in grades K-8. Includes focus on teaching reading to students from diverse cultural and linguistic backgrounds, including dialect speakers and English learners. 3 undergraduate hours. 2 or 4 graduate hours. Prerequisite: CI 475, a course in beginning reading, or consent of instructor.

CI 472   Tchg Reading in Grades 4-12   credit: 2 or 4 Hours.
Examines current literacy practices beyond the primary grades including factors related to reading comprehension, vocabulary development, fluency, and motivation. Includes issues related to diversity and ESL related to teaching reading. 3 undergraduate hours. 2 or 4 graduate hours. Prerequisite: EPSY 201; junior standing or consent of instructor.

CI 473   Literacy in Content Areas   credit: 1 Hour.
Provides secondary and K-12 level education majors with principles and practices of effective language and literacy instruction in their content areas, consistent with the Core Language Arts and Content Standards of the Illinois State Board of Education. 1 undergraduate hour. 1 graduate hour. Prerequisite: Admission to a teacher education program.

CI 475   Teach Elem Rdg & Lang Arts I   credit: 3 or 4 Hours.
First of a two-course sequence that examines the basic theories, issues, methods, and materials for a developmental K-8 language arts program. Emphasizes the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum. Addresses cultural diversity in language arts instruction, with emphasis on linguistic diversity. 3 or 4 undergraduate hours. 3 or 4 graduate hours. Prerequisite: CI 467 and admission to the Elementary Teacher Education Program. Elementary Education students register for 3 hours. Special Education students register for 4 hours.

CI 476   Teach Elem Rdg & Lang Arts II   credit: 3 Hours.
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for a developmental K-8 language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum. This second course, however, places a relatively greater emphasis on writing than on reading speaking, and listening. Continues to address cultural diversity in language arts instruction, with emphasis on linguistic diversity. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 467 and CI 475; admission to the Elementary Teacher Education Program.

CI 477   Biling ESL Methods & Material   credit: 4 Hours.
Focuses on bilingual and English-as-a-second language (ESL) curriculum development and instruction for bilingual and second-language learners (K-12) in a variety of language and program settings. Emphasizes bilingual and ESL materials selection and development, bilingual and ESL literacy instruction, bilingual and ESL content area instruction, and sheltered English instruction. Issues related to second-language acquisition, cultural and linguistic diversity, and parental and community involvement are reviewed. 4 undergraduate hours. 4 graduate hours. Prerequisite: CI 433 or consent of instructor.

CI 481   Intro to Digital Environments   credit: 3 or 4 Hours.
Surveys the field of digital environments and their capacity to support teaching and learning. Examines theories of interactivity, immersion, learning with multi-media, and digital literacies to discuss and evaluate various digital environments. Students learn to critically assess digital environments and to create original prototypes that target a specific and important learning or teaching goal. Environments that will be discussed and experimented with in class include virtual worlds, social networks, digital classrooms, interactive exhibits, video games, and tangible technologies. 3 undergraduate hours. 4 graduate hours.

CI 482   Social Learning and Multimedia   credit: 3 or 4 Hours.
Learning in multimodal environments from a social and cultural perspective. Topics include the formation and expression of individual and group identity across multiple contexts, including social networking, online gaming, reality television programs, streamed video, and in online courses. Assignments include both analytic and project-based tasks, with an emphasis on implications for formal learning environments. 3 undergraduate hours. 4 graduate hours.

CI 484   Learning Technologies   credit: 3 or 4 Hours.
Same as HRD 472. See HRD 472.

CI 485   Assessing Student Performance   credit: 2 Hours.
Same as EPSY 485. See EPSY 485.
Project-based course focusing on creating Digital Environments for Learning, Teaching and Agency. Students work in teams to build technology-supported learning activities. This course provides a studio-based, hands-on and participatory approach to the development and research of technology tools and curriculum materials. 3 undergraduate hours. 4 graduate hours. Approved for Letter and S/U grading. Prerequisite: CI 481 or consent of instructor. Required capstone project course for students enrolled in DELTA concentration, others can register with instructor’s consent.

CI 499 Issues and Development in Educ credit: 2 to 4 Hours.
Seminar course on topics not treated by regularly scheduled courses; requests for initiation may be made by students or faculty member. 2 to 4 undergraduate hours. 2 to 4 graduate hours. Approved for both letter and S/U grading. May be repeated to a maximum of 8 hours. Prerequisite: Junior standing.

CI 501 Fundamentals of Curr Develop credit: 4 Hours.
Examines a variety of definitions of curriculum developments; readings reflect current theories and research related to substantive issues in the field: how learning is influenced by stated goals of education, cultural background of the learners, structure of the school setting, competencies of teachers, psychological characteristics of the learners, and means of measuring student achievement.

CI 502 Introduction to Reading credit: 2 or 4 Hours.
Provides an overview of reading in the US. Topics covered include the definition of reading and its importance, theoretical models and philosophies of reading and reading instruction, the history of reading instruction, the development of reading skill, current research-based reading instruction, Federal legislation affecting reading instruction, and professional and state standards related to reading instruction.

CI 503 Reading Instruction, K-5 credit: 4 Hours.
The first of two courses focusing on research-based reading instruction for students in grades K-12. This course focuses primarily on the development of literacy from birth to preschool and reading instruction for the elementary grades, K-5.

CI 504 Reading Instruction, 6-12 credit: 4 Hours.
The second of two courses focusing on research-based reading instruction for students in grades K-12. This course focuses primarily on reading instruction for middle and high school students, grades 6-12. Reading comprehension in the content areas is a particular emphasis. Prerequisite: CI 503.

CI 505 Reading for Diverse Students credit: 4 Hours.
Reviews many of the linguistic, cultural, and social factors that affect students (K-12) reading instruction, assessment, and development. Drawing on socio-cognitive and socio-constructivist theories of literacy and culturally responsive pedagogy and social justice issues, the course involves the evaluation and design of instruction and assessments for students from diverse linguistic, cultural, and class backgrounds.

CI 506 Reading Coaching & Leadership credit: 4 Hours.
The course consists of two 2-hour components (1 and 2). The first component introduces students to course readings and discussions that explore the various roles of the K-12 reading specialist, including leadership, assessment, and coaching. The second component involves completion of an internship with a reading coach or reading specialist in which students observe and take on the roles of the reading specialist in professional development, curriculum design, instruction, and the management of resources. Both of these components are completed within the same semester. Prerequisite: CI 503, CI 504.

CI 507 Prob Trends in Spec Fields credit: 4 Hours.
Intensive examination of problems and trends in the subject fields. May be repeated to a maximum of 8 hours.

CI 508 Urban Schs & Schooling credit: 4 Hours.
This course is for anyone interested in issues of education in urban settings. It provides an overview of sociopolitical perspectives on teaching and learning for Latina/o, African American, American Indian, English learners, and other marginalized youth. The course explores how issues of identity and power are negotiated by students, communities, and teachers. Participants in the course will develop an understanding on how racism, classism, and the politics of language operate within urban schools. An emphasis of the course is on solutions that address social justice.

CI 509 Curriculum Research credit: 4 Hours.
Reviews the principal methodologies used in research on curriculum problems; emphasizes subject-analytical, large-scale survey, experimental, case methods, and clinical studies; emphasizes the conceptual and practical problems in such research.

CI 512 Mult Educ/Global Perspectives credit: 4 Hours.
Examines important topics in the area of multicultural education in the United States and around the world. Engages students in the critical exploration of theories and literature that interrogate traditional views of multicultural education. Analyzes issues of race, class, gender, religion, nationality, xenophobia, homophobia, and ability in the contexts of classrooms and other educational settings. Course work focuses on an emancipatory curriculum and pedagogy for transformation and social justice education. Same as AFST 555.

CI 517 Bilingual and ESL Assessment credit: 4 Hours.
Explores the role of assessment in education of culturally and linguistically diverse students in K - 12 classrooms. Current trends in assessment in the United States will be analyzed as well as how assessments are used for the identification and placement of bilingual and ESL students. The use and scoring of language proficiency assessments will be examined along with various forms of classroom-based assessment. Meets ISBE assessment requirements for a bilingual and ESL teaching approval or endorsement. Same as LLS 517. Prerequisite: CI 433 or consent of instructor.

CI 518 Evaluation of Edu Programs credit: 4 Hours.
Origins, assumptions, applications, and development of approaches to educational program evaluation in practice over the past twenty years; unobtrusive measures and noneducation evaluation systems; and practice in collecting evaluative data. Same as EPSY 572. Prerequisite: EPSY 480, one year of work with children or youth in an institutional setting, or consent of instructor.

CI 519 Methods of Child Study credit: 4 Hours.
Studies ways in which teachers can evaluate child behavior and development with an emphasis on classroom application; instruction and practice in the use and interpretation of observations, anecdotal records, rating scales, interviews, achievement tests, intelligence tests, questionnaires, and sociometric and projective techniques. Prerequisite: EPSY 404 or consent of instructor.

CI 520 Programs in Early Child Edu credit: 4 Hours.
Advanced course intended primarily for teachers and supervisors of younger children, ages three to eight; reviews and analyzes research findings, experimentation, and current trends in curriculum organization, procedures, and materials essential to developing classroom programs for children.
CI 521  Curr Prob Trends in EC Edu  credit: 4 Hours.
Includes principles underlying education practices in day care centers,
preschool/nursery and kindergarten settings derived from theory and
research in developmental psychology, social psychology, anthropology,
and other related disciplines.

CI 522  Arts in EC: Curr in Context  credit: 4 Hours.
Role of dance, drama, music, literature, and the visual arts in early
childhood education, focusing on production/performance, appreciation,
history, and aesthetics. Interrelationships among curriculum, notions of
child development, cultural contexts, and unique traditions of different
arts disciplines. Current art education practices in the United States and
other countries. Requires attendance at performances and visits to an art
museum. Prerequisite: Graduate status.

CI 526  Capstone II: Completion  credit: 4 Hours.
Survey of research and best practices for producing instructional change
within schools or programs, with an emphasis on the improvement of
curriculum and instruction across grade levels. Students will analyze data
collected from the current and previous semesters and write a report of
their findings. Students will engage in professional learning communities
to continue work in school contexts. Prerequisite: For students in the
Advanced Instructional Design master's program.

CI 530  Trends and Issues in Math Edu  credit: 4 Hours.
Addresses theories of learning, research studies, curriculum development
projects, and other factors that have influenced elementary mathematics
programs; also considers problems and issues in contemporary
programs. Prerequisite: CI 500 or CI 520 or consent of instructor.

CI 532  Prof Development in Math Ed  credit: 4 Hours.
Considers research perspectives, policies and practices associated with
the professional development of mathematics teachers. Specifically,
students will examine what policymakers recommend for effective
professional development, what research findings seem to suggest,
how schools do professional development for successful mathematics
teaching, and the implications of policy and real world practices for
equality of opportunity for mathematics learning.

CI 533  Problem Solving in Math Ed  credit: 4 Hours.
Focuses on the role of problem solving in the learning and teaching of
mathematics. Examines mathematical problem solving processes,
as well as issues surrounding the use of problem solving in K-12
mathematics classrooms, including recent reform trends, equity issues,
and distinctions among teaching “about”, “for”, and “through” problem
solving.

CI 534  Teaching and Learning Geometry  credit: 4 Hours.
This course concentrates on the teaching and learning of geometry
in middle school and high school by examining the history of school
geometry, comparing curricular expectations and rationales for geometry
instruction over time. The course provides an overview of theoretical
models regarding the teaching and learning of geometry. At the same
time, the course provides opportunities for discussing practical issues
of teaching geometry with work on geometrical problems and laboratory
sessions using dynamic geometry. Prerequisite: Acceptance into a
graduate program.

CI 535  Teaching and Learning Algebra  credit: 4 Hours.
This course examines perspectives about the teaching and learning of
algebra in middle school and high school. Topics include an examination
of historical perspectives on algebra in the school curriculum, a study
of the nature of algebra and algebraic thinking, an analysis of teaching
strategies for teaching algebra, an examination of documents on
algebraic reasoning, and explorations of the use of technological tools to
support the teaching and learning of algebra. Prerequisite: Acceptance
into a graduate program.

CI 536  MST Proseminar I  credit: 2 Hours.
Provides an introduction to doctoral studies, research, and careers in
Math, Science, and Technology (MST) Education. Topics include a basic
orientation to research in MST education, doctoral program hurdles,
potential career paths, and MST education research funding. Although
this seminar is designed for CI students in MST education, students in
other programs may also enroll.

CI 537  Discourse in STEM Classrooms  credit: 4 Hours.
An overview of relevant literature regarding discourse in STEM
classrooms with emphasis on teachers' perspectives, students' perspectives,
and interactions between the teacher and the students. Discusses research
methodologies for the study of discourse in STEM classrooms and implications of research for the education and the
professional development of pre-service and in-service teachers.
Prerequisite: Acceptance into a graduate program.

CI 540  Current Issues in Sci Edu  credit: 4 Hours.
Advanced seminar in science education for teachers, consultants, and
administrators. Identifies major problems and issues; analyzes current
trends and research; and develops a philosophical framework related to
science education. Prerequisite: Teacher education course in science and
two years of college science; or consent of instructor.

CI 541  Learning in Science  credit: 4 Hours.
Focuses on influential theories of student learning and their implications
for science education. Examines the theoretical underpinnings of these
learning theories as well as their implications for student learning,
instruction, and assessment.

CI 542  Science Ed & Phil of Science  credit: 4 Hours.
Surveys issues in philosophy of science that are central to science
education through an exploration of the works of twentieth century
philosophers of science who were most influential in shaping thinking
about science in the science education community. Relevant readings
from science and history of science are also explored. Prerequisite:
College level coursework in a science discipline or consent of instructor.

CI 543  Constructivism and MST Educ  credit: 4 Hours.
Intended for those interested in a perspective on mathematics, science,
and technology (MST) learning and teaching called constructivism, which
has come to prominence in the past two decades, particularly in MST
education. Constructivism focuses on the processes of sense-making
or meaning construction through experience and/or social discourse.
Designed to help participants examine the implications of constructivism
for learning and teaching in mathematics, science, and technology.
Prerequisite: A basic familiarity with mathematics, science, and/or
technology.

CI 544  Ed Reforms & Inquiry  credit: 4 Hours.
This course examines the history of science education reform efforts
since the 1950s from the lens of inquiry, teaching and learning. The
course examines developments in our understandings of inquiry as a
pedagogical approach and set of instructional outcomes in middle and
high school science education, as well as implications for instructions in
precollege science classroom.
CI 545 Virtual Worlds in Education credit: 4 Hours.
Same as EPSY 554. See EPSY 554.

CI 546 MST Proseminar II credit: 2 Hours.
The course examines the process of double-blind review and the metrics associated with refereed research journals and researcher productivity in mathematics, science, and technology education. Students will be provided with practical experiences as journal 'referees' through reviewing manuscripts submitted for publication, and will develop thorough understandings of the entire process of publishing in refereed journals in the field of science, mathematics, and technology education. May be repeated in separate terms to a maximum of 4 hours if topics vary.

CI 547 Sociopol Persp Math Science credit: 4 Hours.
This course is for anyone interested in equity-related issues in mathematics and science education. It provides an overview of sociopolitical perspectives on mathematics and science education, including how issues of identity, power, and equity play out in teachings, learning, and research. Students will develop an understanding of how racism, classism, and the politics of language operate within mathematics and science classroom and in the practice of mathematics and science in society at large. An emphasis of the course is on solutions that address social justice.

CI 548 Capstone Project credit: 2 Hours.
Part I of the course focuses on the design on an action research project (capstone project), which integrates pedagogical and science content ideas addressed in the program courses. The project amounts to an empirical investigation of a student-generated research question around issues focused on science teaching and learning. Students are expected to collect data for their project, preferably in their own classrooms, in the period between Parts I and II of the course. Part II focuses on the analysis, interpretation, and discussion of the data collected, and the implications of the findings for classroom practice. May be repeated in separate terms to a maximum of 4 hours.

CI 550 Methods of Educational Inquiry credit: 4 Hours.
Critical consideration of research concepts and methods used in contemporary educational inquiry. Same as EPSY 573 and SPED 550.

CI 552 Qualitative Writing credit: 4 Hours.
Focuses on analysis of data and writing of qualitative/ethnographic research in educational contexts. Topics include the history of qualitative research practices; approaches to the analysis and interpretation of multiple forms of data, including coding, discourse analysis, text analysis, and structural/post-structural analysis; different styles of qualitative writing; social theory as a framing device, and writing for publication. Provides a theoretically informed but very practical, hands-on approach to qualitative writing for graduate researchers across the broad range of educational and social science contexts. One part of the course focuses on methods of analysis through application, while a second part is designed as a writer's workshop in which students "write up" the data from a study in three narrative styles. Assignments include weekly readings, three short writing assignments, and a more substantial writing project. Advanced standing is useful but not required.

CI 554 Advanced Inst. Approach credit: 4 Hours.
An action research-based approach to implementing and evaluating a broad range of research-based instructional approaches across grade levels and content areas. Includes an action-research component. Prerequisite: For students in the Advanced Instructional Design master's program.

CI 557 Using Theory in Tea Ed Res credit: 4 Hours.
Students in this course will read a variety of theoretical viewpoints in order to frame and critically examine teacher education research. Students will be encouraged to use multiple theories to frame research questions and findings as a way to situate themselves as researchers and consider ways in which multiple theoretical perspectives can be used to examine and interpret different aspects of their research in teacher education.

CI 558 Programs in Teacher Education credit: 4 Hours.
The focus of this course will be a study of programs in teacher education considered in light of historical, social, and policy influences and also related to wider issues in contemporary teacher education efforts and research. We will consider the current context of teacher preparation programs in the U.S., examine the historical factors that have brought U.S. teacher education to this point, assess the influence of public policy on teacher education in the U.S. and globally, and study a variety of exemplary models of teacher education in the U.S. and globally. Students will conduct a study of a particular program and present this in a poster session at the end of the semester.

CI 560 Trends & Issues Language Arts credit: 4 Hours.
Advanced seminar in literacy for teachers, researchers, and specialists. Focuses on trends and issues in elementary and middle school language arts. Current theories, relevant research and practical applications are considered in relation to reading, writing, listening, and speaking.

CI 561 Theory Pract in Child Comp credit: 4 Hours.
Focuses on theory and practice of children's written composition from preschool through middle school. Includes development of understanding of texts, pedagogy, motivation and classroom practices that facilitate writing. Students learn about their own writing, participate in peer writing conferences, and produce research or curricular projects for use in classrooms. Prerequisite: CI 475 and CI 476; or course in writing, or consent of instructor.

CI 562 Ling and the School Curr credit: 4 Hours.
Analyzes linguistics for the school curriculum including dialect diversities, use of language in social contexts, and variations in oral and written forms of language. Gives attention to classroom discourse in US and international settings, and ethnography of communication. Prerequisite: Admission to a doctoral program.

CI 563 Writing Studies credit: 4 Hours.
Same as ENGL 505. See ENGL 505.

CI 565 Topics Research and Writing credit: 4 Hours.
Same as ENGL 582. See ENGL 582.

CI 566 Topics Writ Pedagogy & Design credit: 4 Hours.
Same as ENGL 583. See ENGL 583.

CI 567 Child Lit in the School Curr credit: 4 Hours.
Investigates trends and issues related to teaching literature in the school; focuses attention upon the organization and planning of a balanced literature curriculum (fictional and informational). Prerequisite: CI 467 or LIS 404; and a college course in English literature or consent of instructor.

CI 568 Cont Classics in Child Lit credit: 4 Hours.
Critically examines children's books that have received major national and international awards and prizes and the requirements for that distinction; gives particular attention to the most recent publications so honored and their implications for use in the classroom. Prerequisite: CI 467 or CI 567, or LIS 404; and ENGL 106, or equivalent; or consent of instructor.
CI 569  Topics Discourse and Writing  credit: 4 Hours.
Same as ENGL 584. See ENGL 584.

CI 570  Issues & Trends in Reading  credit: 4 Hours.
The timing of beginning reading, the influence of certain linguistic
findings on methodology and terminology in instructional materials, and
the influence of research on methodology are addressed in a way that
provides a historical perspective for evaluating the merit of emerging
issues and trends. Prerequisite: CI 475 and CI 476 or equivalent, or
consent of instructor.

CI 573  Early/Elem Rdg Inst  credit: 4 Hours.
Planning and evaluating reading instruction and materials in nursery
school through Grade Three. Prerequisite: CI 475 or CI 471, or equivalent;
or consent of instructor.

CI 575  Assessment in Reading  credit: 4 Hours.
Nature, causes, and diagnosis of reading difficulties; translation of
diagnostic information into instructional practice. Prerequisite: CI 475 or
CI 471, or equivalent.

CI 576  Assessment-Based Reading Instr  credit: 4 Hours.
Supervised experiences; special attention to evaluative and interpretative
techniques in cases of severe reading disabilities based on the analysis of
specific reading needs. May be repeated to a maximum of 8 hours. Prerequisite: CI 575.

CI 577  Clinical Practicum in Reading  credit: 4 Hours.
Diagnostic procedures and individual instruction with small groups of
children who have reading difficulties. Prerequisite: CI 575 and CI 576.

CI 578  Bilit Dev of Young Children  credit: 4 Hours.
Helps students understand the language and literacy development
of young bilinguals. Students will develop an understanding of the
issues in biliteracy research, explore the diversity of research topics and
perspectives in biliteracy research, and learn to think and write critically
about research on early biliteracy development.

CI 580  Qual Rsch in Lang & Lit Educ  credit: 4 Hours.
Focuses on the goals and nature of qualitative, observational study of life
in educational settings, with an emphasis on oral and written languages.
Adopts interpretive and critical perspectives on research and includes
key readings on the ethnography of oral and written communication
in schools, given a socioculturally and linguistically diverse society.
All students will conduct a small scale study in an education site.
Prerequisite: At least one semester of graduate course work.

CI 581  Aesthetics and Curriculum  credit: 4 Hours.
Provides a synthesis of theoretical and autobiographical perspectives
on aesthetic issues and their ramifications for the development and
the critique of arts curricula. Drawing on art as an important source of
knowledge and communication, the course reviews ideas from aesthetics
and arts education (e.g., music, poetry, literature, visual arts, theater
and dance education). Identifies principles common to all art forms but
manifested differently in each of them to develop tools and skills for
the design of, evaluation of, and research on arts curricula. Same as
DANC 581. Prerequisite: Graduate standing, and background with one of
the arts, or consent of instructor.

CI 582  Rdg and Wrtg Across the Curr  credit: 4 Hours.
Designed for elementary and middle school educators, this course
focuses on theory and practice related to both intradisciplinary
integration (across the language arts) and interdisciplinary integration
(across the content areas). Specific methods and strategies for fostering
effective integrated literacy instruction are explored. Prerequisite: CI 475
and CI 476, or equivalent methods course in reading and language arts.

CI 584  Theories in SLA  credit: 4 Hours.
Same as EALC 584, EPSY 584, FR 584, GER 584, ITAL 584, LING 584,
PORT 584, and SPAN 584. See SPAN 584.

CI 585  Informational Children's Lit  credit: 4 Hours.
Intended for elementary and middle school teachers, this course is an
introduction to informational, or nonfiction children's literature. Students
will explore the importance of including informational literature in the
curriculum, how to select informational children's literature, and methods
for teaching with informational text and for helping children learn from
informational text. Prerequisite: CI 467, or equivalent children's literature
course; CI 475 and CI 476, or equivalent methods course in reading and
language arts.

CI 587  Multicultural Literature K-12  credit: 4 Hours.
This course focuses on the meaning, function, and value of multicultural/
multiethnic literature in teaching and learning. Through readings,
dialogue, and research, students will focus on rewards of teaching and
readingmulticulturally that make it worth any effort involved. Blending
multicultural theory and research, literary study, and educational practice,
this course is appropriate for graduate students in education, library
science, and English literature and for any other graduate student
interested in the role of literature in our culturally diverse society.
Prerequisite: A college literature course taken as part of an approved
teacher certification program, college literature course in English
literature, or consent of instructor.

CI 590  Sem for Adv Stu of Education  credit: 0 to 8 Hours.
Approved for both letter and S/U grading. Prerequisite: Admission to
doctoral study.

CI 591  Field Study & Thesis Seminar  credit: 4 to 8 Hours.
Assists doctoral candidates in planning field studies and thesis
problems. Students are expected to present their studies at each of
four stages: (1) the inception, delimitation, tentative design stage;
(2) the proposed design stage; (3) the revised design stage; and (4)
the final design stage. Students are expected to analyze critically all
presentations. Prerequisite: Admission to doctoral study.

CI 592  Ed.D. Proseminar  credit: 2 Hours.
Course covers various topics related to research in practice and critical
reading of research in the field of curriculum and instruction. May be
repeated to a maximum of 6 hours in separate terms. Prerequisite: Ed.D.
students.

CI 595  Independent Study  credit: 2 or 4 Hours.
Offers opportunity and challenge of self-directive, independent study;
develops the individual's ability as an independent student, and enables
the student to pursue needed study in a field in which appropriate
courses are not being offered during a given term. May be repeated to
a maximum of 8 hours with approval. Prerequisite: Approval of study
outline by adviser and the department chairperson prior to enrollment.

CI 599  Thesis Research  credit: 0 to 16 Hours.
Individual direction of research and thesis writing. Approved for S/U
grading only. May be repeated.

Information listed in this catalog is current as of 12/2015