**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.** (https://courses.illinois.edu/schedule/terms/CI/199)
Approved for both letter and S/U grading. May be repeated.

**CI 205  Undergraduate Honors Research  credit: 1 Hour.** (https://courses.illinois.edu/schedule/terms/CI/205)
Course focuses on reading/understanding education research and working with a College of Education faculty mentor on a small research project. Student projects will be presented at the Spring Campus Undergraduate Research Symposium. Classes initially will be led by the instructor, but later will be conducted as a seminar with students leading discussions on the topic of their research. To the extent possible, students will select readings and research topics of personal interest. May be repeated in separate semesters if topics vary. Prerequisite: Restricted to College of Education James Scholar Program Students.

**CI 210  Introduction to Digital Learning Environments  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/210)
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. This course satisfies the General Education Criteria for: Social Beh Sci - Beh Sci

**CI 260  Serving Children in Schools and the Community  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/260)
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 395  Independent Study  credit: 2 or 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/395)
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  Introductory Teaching in a Diverse Society  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/401)
Orients the student to ways in which English, Mathematics, Science, or Social Studies is learned in 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 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: Admission to the Secondary Teacher Education Program or consent of the instructor/department.

**CI 402  Teaching Diverse Middle Grade Students  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/402)
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. May be repeated up to 9 credit hours.

**CI 403  Teaching a Diverse High School Student Population  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/403)
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 401. Requires concurrent enrollment in CI/EPSY 485 and SPED 405.

**CI 404  Teaching and Assessing Secondary School Students  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/404)
Emphasizes the practical application of theory and recommended practices for developing curriculum, teaching, and assessing learning in the middle and senior high school years. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 402 or CI 403. Concurrent enrollment in EDPR 442 required.

**CI 405  Introduction to Teaching Elementary Age Children  credit: 3 Hours.** (https://courses.illinois.edu/schedule/terms/CI/405)
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. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.
CI 406  Theory Practice in Elementary School Teaching I  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/406)
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. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 405; admission to the Elementary Teacher Education Program.

CI 407  Theory Practice in Elementary School Teaching II  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/407)
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. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 406; admission to the Elementary Teacher Education Program. Requires concurrent enrollment in EDPR 432.

CI 410  Middle School Instruction, Philosophy and Structures  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/410)
This course will introduce middle school concept and philosophy; cover common instructional and assessment strategies aligned with this concept, with a specific focus on curriculum integration and the use of newer communication technologies; and will review middle school organizational structures, including teaming, advisory, alternative scheduling, exploratory classes, and parental involvement. Students will connect theory and practice by incorporating their concurrent field placement (in middle level setting) into assignments and discussions. 3 undergraduate hours. 3 graduate hours.

CI 415  Language Varieties, Cultures and Learning  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/415)
For students in the early childhood, 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  Foundations of Early Childhood Education  credit: 5 Hours. (https://courses.illinois.edu/schedule/terms/CI/420)
Students will study of the role of the early childhood teacher in designing, organizing, and implementing educational programs for children in preschools, kindergartens, and the primary grades. This course includes the history, philosophy, and theory of early childhood education. Students will complete a morning field placement in a local elementary school. 5 undergraduate hours. 5 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program; EPSY 236; EPS 201.

CI 421  Principles and Practices in Early Childhood Education  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/421)
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 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/422)
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. 4 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program or consent of the instructor.

CI 424  Child Development & Technology  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/424)
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. (https://courses.illinois.edu/schedule/terms/CI/430)
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  Teaching Elementary Mathematics  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/431)
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  Investigative Approach to Elementary Mathematics Instruction  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/432)
Course will model and examine an investigative 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  Foundations of Bilingual Education  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/433)
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 Mathematics  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/434)
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: 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.

CI 435  Computer-Assisted Instruction  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/435)
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  Technology and Mathematics Education  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/436)
Examines the role of technology as a learning tool in the secondary school mathematics classroom; reviews curricular materials and develops sample classroom projects using available technologies; analyzes mathematical problems using technology methods including simulations, representations, and invented algorithms. 3 undergraduate hours. 4 graduate hours.

CI 437  Educational Game Design  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/437)
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  Computer Programming and the Classroom  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/438)
This course will introduce educators to the theoretical, pedagogical, and practical aspects of teaching computer programming in the K-12 setting. It will explore how computer science topics and concepts can impact learning, and offer practical strategies and resources to help teachers incorporate computer programming into their practice. 3 undergraduate hours. 4 graduate hours.

CI 439  Critiques of Educational Technology  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/439)
This course will critically examine the social, pedagogical, cognitive, and political impact of implementing technology in educational contexts. We will survey various perspectives critical of educational technology in an effort to clarify its actual and potential value. The course will review papers and other works skeptical of educational technology as a whole, as well as research questioning specific initiatives such as mass distribution of computers in schools, data analytics, MOOCs, intelligent tutors, virtual reality, etc. 3 undergraduate hours. 4 graduate hours. Prerequisite: Undergraduate Students in the DELTA LES concentration should first take CI 210 Introduction to Educational Technology.

CI 442  Math, Science, and Techniques in Early Childhood Education  credit: 5 Hours. (https://courses.illinois.edu/schedule/terms/CI/442)
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 interrelatedness; 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 443  Mathematics in Early Childhood Education  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/443)
This course focuses on the teaching of foundational mathematical concepts in prekindergarten, kindergarten, and the primary grades. Preservice teachers will learn the value of "mathematizing" the worlds of children and creating authentic experiences through which children learn key mathematics concepts. 3 undergraduate hours. 3 graduate hours. Prerequisite: Completed or concurrent enrollment in general education requirements in mathematics, admission to the Early Childhood Teacher Education Program. Early Childhood Education majors only. Must be taken concurrently with CI 420.

CI 444  Social Studies in Early Childhood Education  credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/CI/444)
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 445  Science and Social Studies Inquiry  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/445)
This course is an exploration into the construct of inquiry as an essential human trait and methodological approach for teaching and learning. Through the disciplines of science and social studies we will inquire into elements and methods for building inclusive and critical communities of practice, designing curriculum for depth of understanding, and using documentation as democratic action. This course will encompass and revisit enduring understandings from the entire ECE professional program sequence, mediated by Danielson's Framework for Teaching. Cohort members will synthesize the above in the real context of student teaching placements, class meetings, online discussions, and course assignments. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 421. Concurrent enrollment in EDPR 432 is required.

Information listed in this catalog is current as of 07/2020
CI 446  Culture in the Classroom  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/446)
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 448  Teaching Elementary Social Studies  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/448)
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 Education  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/449)
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 a 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  Teaching Elementary Science I  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/450)
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. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

CI 451  Teaching Elementary Science II  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/451)
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. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 450; admission to the Elementary Teacher Education Program.

CI 452  Social Studies as Action and Inquiry  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/452)
This course continues the application of methods and content knowledge from CI 448 and will use an inquiry approach to study classrooms and school communities. Students will learn about teacher action research and begin planning an implement classroom inquiry in their teaching, first as a small pilot project and then a more extensive study connected with EdTPA assignments. The continuing themes of active citizenship, diversity, equity, and professional practices will guide learning and action research planning. 3 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

CI 465  Language Literacy in Early Childhood Education I  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/465)
Basic principles, techniques, and materials for the emergent literacy in infancy through preschool. Emphasizes linguistic and cultural factors in culturally diverse settings. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program. Concurrent enrollment in HDFS 301.

CI 466  Language Literacy in Early Childhood Education II  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/466)
Emphasizes developmentally appropriate practices for the teaching of reading and writing in grades K-3. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 465. Requires concurrent enrollment in CI 420 and CI 443.

CI 467  Principles in Teaching Literature to Children and Youth  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/467)
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 a teacher educator preparation program.

CI 468  Children’s Literature for Early Childhood Education  credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/CI/468)
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  Principles and Practices to Foster Independence in Reading  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/471)
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. 4 graduate hours.

CI 472  Teaching Reading in Grades 4-12  credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/472)
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.
Curriculum and Instruction (CI)

CI 473  Disciplinary Literacy  credit: 2 or 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/473)
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 Illinois Professional Teaching Standards for educator preparation of the Illinois State Board of Education. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Students in music and kinesiology education take for 2 credit hours; students in agriculture, art, mathematics, science, social studies, and English education take for 3 credit hours. Prerequisite: Admission to a teacher education program.

CI 475  Teaching Elementary Reading and Language Arts I  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/475)
First of a two-course sequence that examines the basic theories, issues, methods, and materials for a developmental 1-6 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  Teaching Elementary and Middle Grade Language Arts  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/CI/476)
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 or CI 471; admission to the middle grades major, elementary major, or consent of instructor.

CI 477  Bilingual/ESL Methods & Materials  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/477)
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 480  Introduction to Computer Science for CS Teachers  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/480)
This course introduces the core concepts of computer science and computer programming for students to gain experience creating programs using text-based programming languages. It also provides opportunities for students to reflect on how they experience learning those concepts and how this might impact teaching high school students. Students will learn about the fundamentals of how programs are executed and how to store and process data using computers. They will be introduced to the concepts of algorithms, algorithm execution time, and the core concepts of object-oriented programming. 4 undergraduate hours. 4 graduate hours. Prerequisite: Students are required to have successfully completed CI 438.

CI 482  Social Learning and Multimedia  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/482)
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 483  Computer Systems for CS Teachers  credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/CI/483)
This course teaches the fundamentals of how computers represent data and execute programs. It introduces assembly programming languages and how computers execute instructions. It discusses how computers manage inputs and outputs and how computers can communicate together via networks. It is designed to teach those concepts while addressing the needs to better understand how computers works when teaching high school computer programming courses. 2 undergraduate hours. 2 graduate hours. Prerequisite: Students are required to have successfully completed CI 480 or an equivalent introduction to computer science class.

CI 484  Learning Technologies  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/484)
Same as EPOL 483 and HRD 472. See HRD 472.

CI 485  Assessing Student Performance  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/485)
Same as EPSY 485. See EPSY 485.

CI 486  Teaching Methods for Computer Science  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/486)
Designed to help teachers put instructional theory, especially as it relates to computer science education, into practice. It will provide an integrated coverage of methods of computer science classroom instruction, management, and assessment. Includes lesson construction, practice teaching, in class exercises, discussion of readings, and micro-teaching. Students will leave with an understanding of applying computational thinking practices to the teaching process, addressing common barriers to CS with a focus on equity and diversity in CS classrooms, strategies to create a collaborative and inquiry-based learning environment, and best practices for assessment of computer science learning. 4 undergraduate hours. 4 graduate hours. Prerequisite: Students are required to have successfully completed CI 480 (Introduction to Computer Science for CS teachers) or an equivalent introduction to computer science class.

CI 487  Data Structures for Computer Science Teachers  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/487)
Teaches the fundamentals of data structures and provides opportunities for students to reflect on the importance of data structure knowledge when teaching computer science to high school students. Students will learn the fundamentals of how computers store collections of data, the advantages and disadvantages of different data structures and the importance of selecting the appropriate data representation when designing computer programs. Students will learn how to program various common data structures. Students will develop their computer programming abilities and learn computer programming concepts that are important when developing efficient and reusable data structures. Students will increase their knowledge of object-oriented programming through learning about inheritance and generic data types. Students will learn about dynamic memory management. 4 undergraduate hours. 4 graduate hours. Prerequisite: Students are required to have successfully completed CI 492 (Discrete Mathematics for CS teachers) and CI 483 (Computer Systems for CS teachers).
CI 488 Capstone Project for Computer Science Teachers  credit: 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/488](https://courses.illinois.edu/schedule/terms/CI/488))

Designed as the capstone project course for the high school computer science endorsement program. As part of this course, students will further their knowledge of computer programming by learning about different applications of computer programming that can be implemented in high school classrooms. Topics will vary across semesters to ensure that they reflect topics that are current applications of computer science. Students will apply their programming knowledge to the creation of video games (game programming), the analysis of digital data (data science) and the programming of physical robots (robotics). Students will select a topic of their choice related to a unique application of computer programming and will work towards the design of lesson plans associated with this topic. Throughout the semester, they will design course material appropriate for high school classrooms. 4 undergraduate hours. 4 graduate hours. Prerequisite: Students are required to have successfully completed CI 486 (Methods for CS Teachers) and CI 487 (Data Structures for CS Teachers) or an equivalent data structure class.

CI 489 DELTA Capstone Project  credit: 3 or 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/489](https://courses.illinois.edu/schedule/terms/CI/489))

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 Education  credit: 2 to 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/499](https://courses.illinois.edu/schedule/terms/CI/499))

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 Curriculum Development for the 21st Century  credit: 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/501](https://courses.illinois.edu/schedule/terms/CI/501))

Examines a variety of definitions of curriculum development, from past to present. Course activities use theories and research to frame discussions of substantive issues in the field: how learning is influenced by the stated goals of education; the cultural background of diverse learners; structure of the school setting; competencies of teachers; means of student assessment; and approaches to incorporating technology and 21st Century skills into classrooms. 4 graduate hours. No professional credit.

CI 502 Introduction to Reading  credit: 2 or 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/502](https://courses.illinois.edu/schedule/terms/CI/502))

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. ([https://courses.illinois.edu/schedule/terms/CI/503](https://courses.illinois.edu/schedule/terms/CI/503))

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. ([https://courses.illinois.edu/schedule/terms/CI/504](https://courses.illinois.edu/schedule/terms/CI/504))

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. ([https://courses.illinois.edu/schedule/terms/CI/505](https://courses.illinois.edu/schedule/terms/CI/505))

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. ([https://courses.illinois.edu/schedule/terms/CI/506](https://courses.illinois.edu/schedule/terms/CI/506))

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 Problems & Trends in Special Fields  credit: 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/507](https://courses.illinois.edu/schedule/terms/CI/507))

Intensive examination of problems and trends in the subject fields. 4 graduate hours. No professional credit. May be repeated in separate terms to a maximum of 8 hours.

CI 508 Urban Schools and Schooling  credit: 4 Hours. ([https://courses.illinois.edu/schedule/terms/CI/508](https://courses.illinois.edu/schedule/terms/CI/508))

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. ([https://courses.illinois.edu/schedule/terms/CI/509](https://courses.illinois.edu/schedule/terms/CI/509))

Reviews the principal methodologies used in research on curriculum problems and guides students through the process of working with data in response to research questions; emphasizes qualitative data collection tools and techniques (e.g., surveys, interviews, observations) as well as various theoretical and methodological approaches (e.g., case study, grounded theory, ethnography); emphasizes conceptual and practical problems. 4 graduate hours. No professional credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 512</td>
<td>Multicultural Education and Global Perspectives</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CI 516</td>
<td>Culture and Cultural Context in Educational Evaluation</td>
<td>4</td>
<td>This course provides students with an introduction to the role of culture and cultural context in program evaluation. Students will gain a basic historical perspective, introduction to selected major evaluation approaches (including culturally responsive/competent evaluation) and basic orientation to methods for designing program evaluations. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>CI 517</td>
<td>Bilingual and English as a Second Language Assessment</td>
<td>4</td>
<td>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. 4 graduate hours. No professional credit. Prerequisite: CI 433 and CI 477 or consent of instructor.</td>
</tr>
<tr>
<td>CI 518</td>
<td>Evaluation of Educational Programs</td>
<td>4</td>
<td>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. 4 graduate hours. No professional credit. Prerequisite: CI 433 and CI 477 or consent of instructor.</td>
</tr>
<tr>
<td>CI 519</td>
<td>Methods of Child Study</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CI 520</td>
<td>History of Early Childhood Pedagogy and Programs</td>
<td>4</td>
<td>This course is an overview of historical influences of contemporary early childhood pedagogy and programs. Topics may include, but are not limited to, Enlightenment Era educational reforms, German kindergartens, the Progressive Era, and the War on Poverty. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>CI 521</td>
<td>Current Problems and Trends in Early Childhood Education</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CI 522</td>
<td>Arts in Early Childhood and Elementary: Curriculum in Context</td>
<td>4</td>
<td>Role of dance, drama, music, literature, and the visual arts in early childhood and elementary 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. 4 graduate hours. No professional credit. Prerequisite: Graduate status.</td>
</tr>
<tr>
<td>CI 526</td>
<td>Capstone II: Completion</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CI 530</td>
<td>Trends and Issues in Mathematics Education</td>
<td>4</td>
<td>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. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>CI 532</td>
<td>Professional Development in Mathematics Education</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CI 533</td>
<td>Problem Solving in Mathematics Education</td>
<td>4</td>
<td>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 &quot;about&quot;, &quot;for&quot;, and &quot;through&quot; problem solving.</td>
</tr>
<tr>
<td>CI 534</td>
<td>Teaching and Learning Geometry</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>
CI 535  Teaching and Learning Algebra  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/535)
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. (https://courses.illinois.edu/schedule/terms/CI/536)
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. (https://courses.illinois.edu/schedule/terms/CI/537)
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 538  Qualitative Analysis of Video Data  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/538)
Attends to the special affordances of video data and the key decision points and criteria to justify claims from video. Discussions will emphasize the relevant theoretical, methodological, and ethical considerations for each of those decision points. Students will analyze a selection of video data of their choosing to build and support a claim and justify their methodological choices. 4 graduate hours. No professional credit. Approved for Letter and S/U grading. Prerequisite: A basic qualitative methods course (CI 509, CI 519, EPOL 585, EPS 515, EPSY 577, or EPSY 578), or equivalent graduate-level introductory qualitative methods course, or permission of instructor.

CI 540  Current Issues in Science Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/540)
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. (https://courses.illinois.edu/schedule/terms/CI/541)
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 Education and the Philosophy of Science  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/542)
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 & STEM Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/543)
Intended for those interested in a perspective on science, technology, engineering and mathematics (STEM) learning and teaching called constructivism. 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 STEM. 4 graduate hours. No professional credit. Prerequisite: A basic familiarity with mathematics, science, and/or technology.

CI 544  Education Reforms & Inquiry  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/544)
This course examines the history of educational 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 STEM education, as well as implications for instruction in classrooms. 4 graduate hours. No professional credit.

CI 545  Virtual Worlds in Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/545)
Same as EPSY 554. See EPSY 554.

CI 546  MST Proseminar II  credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/CI/546)
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  Sociopolitical Perspectives on Mathematics and Science Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/547)
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.
Curriculum and Instruction (CI)

CI 548 Capstone Project credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/CI/548)
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. (https://courses.illinois.edu/schedule/terms/CI/550)
Offers a graduate-level introduction to research in education, including quantitative, qualitative and mixed methods designs and approaches. Key concepts include: identifying a research problem, reviewing the literature, design and analysis, communicating evidence, and the ethics of research. Students should gain the ability to effectively evaluate and critique design/methods sections of research publications; plan and design research studies; and organize a presentation of research to an audience of peers. Same as EPOL 550, EPSY 550, and SPED 550. 4 graduate hours. No professional credit.

CI 552 Qualitative Writing credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/552)
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 graduate standing is useful but not required.

CI 554 Advanced Instructional Approach credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/554)
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 555 Advanced Educational Technologies for Engagement and Interactive Learning credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/555)
Same as EPSY 555 and INFO 555. See EPSY 555.

CI 556 Learning and the Body credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/556)
This course explores how body movement and physical engagement with the environment is connected to how people learn. We will explore embodied cognition and related ideas from philosophy, cognitive science, the learning sciences, the arts, etc., and apply them to educational contexts. The course will examine the ways that body activity has been employed in curricula and other learning interventions, and we will discuss new technologies that can respond to gestures and other embodied actions. 4 graduate hours. No professional credit.

CI 557 Using Theory in Teacher Education Research credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/557)
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. (https://courses.illinois.edu/schedule/terms/CI/558)
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 in Language Arts credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/560)
Advanced seminar in literacy for teachers, researchers, and specialists. Focuses on trends and issues in elementary and secondary language arts. Current theories, relevant research and practical applications are considered in relation to reading, writing, hearing, and speaking. 4 graduate hours. No professional credit.

CI 561 Theory & Practice in Children's and Youth's Composition credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/561)
Focuses on theory and practice of children's and youth written composition. 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. 4 graduate hours. No professional credit. Prerequisite: CI 475 and CI 476, or course in writing, or consent of instructor.

CI 562 Linguistics and the School Curriculum credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/562)
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. (https://courses.illinois.edu/schedule/terms/CI/563)
Same as ENGL 505. See ENGL 505.

CI 565 Topics Research and Writing credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/565)
Same as ENGL 582. See ENGL 582.

CI 566 Topics Writ Pedagogy & Design credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/CI/566)
Same as ENGL 583. See ENGL 583.
CI 567  Children's Literature in the School Curriculum  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/567)  
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).  4 graduate hours.  
No professional credit. Prerequisite: CI 467 or LIS 404 or consent of  
instructor.

CI 568  Contemporary Classics in Children's Literature  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/568)  
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.  
(https://courses.illinois.edu/schedule/terms/CI/569)  
Same as ENGL 584. See ENGL 584.

CI 570  Issues & Trends in Reading  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/570)  
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 Childhood and Elementary Reading Instruction  credit: 4  
Hours.  
(https://courses.illinois.edu/schedule/terms/CI/573)  
Planning and evaluating reading instruction and materials in preschool  
school through Grade Three.  4 graduate hours. No professional credit.  
Prerequisite: CI 475 or CI 471, or equivalent; or consent of instructor.

CI 575  Assessment in Reading  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/575)  
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 Instruction  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/576)  
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.  
(https://courses.illinois.edu/schedule/terms/CI/577)  
Diagnostic procedures and individual instruction with small groups of  
children who have reading difficulties. Prerequisite: CI 575 and CI 576.

CI 578  Biliteracy Development of Young Children  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/578)  
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  Qualitative Research in Language and Literacy Education  
credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/580)  
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.  
(https://courses.illinois.edu/schedule/terms/CI/581)  
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  
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  Reading and Writing Across the Curriculum  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/582)  
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 Second Language Acquisition  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/584)  
Same as EALC 584, EPSY 563, FR 584, GER 584, ITAL 584, LING 584,  
PORT 584, and SPAN 584. See SPAN 584.

CI 585  Informational Children's Literature  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/585)  
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 586  Topics in Digital Studies  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/586)  
Same as ENGL 586. See ENGL 586.

CI 587  Multicultural Literature K-12  credit: 4 Hours.  
(https://courses.illinois.edu/schedule/terms/CI/587)  
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  
reading multiculturally 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  Seminar for Advanced Study of Education  credit: 0 to 8 Hours. (https://courses.illinois.edu/schedule/terms/CI/590)
Seminar for graduate students on specific topics. 0 to 8 graduate hours.
No professional credit. Approved for Letter and S/U grading. May be repeated to a maximum of 8 hours in the same term and a maximum of 12 hours in separate terms, if topics vary. Prerequisite: Admission to doctoral study.

CI 591  Field Study & Thesis Seminar  credit: 4 to 8 Hours. (https://courses.illinois.edu/schedule/terms/CI/591)
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. (https://courses.illinois.edu/schedule/terms/CI/592)
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. (https://courses.illinois.edu/schedule/terms/CI/595)
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. (https://courses.illinois.edu/schedule/terms/CI/599)
Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.