CURRICULAR AND INSTRUCTIONAL STUDIES (5500)

5500:520 Advanced Instructional Techniques (3 Credits)
Methods of teaching a particular area of the middle and secondary school curriculum for students in the Master’s with Licensure program.

5500:521 Advanced Instructional Techniques II (3 Credits)
Prerequisite: 5500:520. Instructional experience in the 7-12 classroom to apply theory and research to practice.

5500:522 Content Area Literacy (3 Credits)
Examines instructional strategies for constructing meaning in content subjects (e.g., science, social studies, mathematics) using print and electronic texts.

5500:524 Teaching Reading to Culturally Diverse Learners (3 Credits)
Knowledge, skills, and attitudes to employ effective methods of teaching reading to diverse populations and/or learners whose language patterns are nonstandard.

5500:530 Clinical Teaching I (3 Credits)
Prerequisites: 5500:619, 5500:629, 5610:629. Corequisite: 5500:520. Filed application to observe and apply education methodologies and theories in a school/classroom setting.

5500:531 Clinical Teaching II (3 Credits)
Prerequisite: 5500:530. Corequisite: 5500:521. Full-time field application to apply education methodologies and theories in a classroom environment. Follows Clinical Teaching I.

5500:539 Engineering for Educators (3 Credits)
Engineering design concepts and their applications course for teachers. Students will engage in engineering problem solving activities and design lesson plans.

5500:540 Principles of Bilingual/Multicultural Education (3 Credits)
An introduction to the theoretic, cultural, sociolinguistic bases of bilingual/multicultural education. Legislation, court decisions, program implementation included.

5500:541 Teaching Literacy to English Learners (3 Credits)
Course applies methods for teaching literacy to English learners, assessment of literacy skills, & development of materials. 12 required field experience.

5500:542 Teaching Mathematics, Social Studies & Science to Bilingual Students (3 Credits)
Prerequisites: elementary education majors, 5500:333, 5500:336, 5500:338; secondary education majors, 5500:311 (science, social studies in the bilingual/multicultural classroom. Course applies methodologies for teaching mathematics, science, social studies in the bilingual multicultural classroom. The bilingual student’s native language stressed.

5500:543 Techniques of Teaching English as a Second Language (3 Credits)
Course includes teaching language skills to Limited English Proficient students in grades K-12, administration of language assessment tests, selection and evaluation of materials. (10 field hours)

5500:555 Literacy for Multiage Licensure (3 Credits)
Organizing instruction, use of oral language development protocols, strategies for word skill development, comprehension and assessment as they relate to content areas.

5500:556 Scaffolding Language and Content Learning for English Learners (3 Credits)
Prerequisite: 3300:573. This course introduces and explains quality, research-based sheltered instruction to accelerate academic achievement for English learners.

5500:558 Inclusive Field Experience (1 Credit)
Corequisite: 5610:457 or 5610:557. In this inclusive field based experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners.

5500:575 Instructional Technology Applications (3 Credits)
Focus on developing learner competencies in the use of instructional technologies to enhance both the instructor's personal and professional productivity.

5500:588 Practicum: Teaching English as a Second Language (2 Credits)
Prerequisites: 5550:541 and 5500:543. A practical experience for teacher candidates to practice teaching an English as a second language classroom supervised by a TESOL-endorsed teacher. 50 hours.

5500:590 Workshop: Curriculum & Instruction (1-3 Credits)
Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.)

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5500:594 Educational Institutes (1-4 Credits)
Special courses designed as in-service upgrading programs. Frequently provided with support of national foundations.

5500:600 Concepts of Curriculum & Instruction (3 Credits)
An analysis of the philosophies, theories, and ideologies of curricula and their influences on programs, schools, and instruction. (3 field hours)

5500:605 Seminar in Trends & Issues in Curriculum & Instruction (3 Credits)
A study of recent research and theory in curriculum and instruction with special attention to educational decision making.

5500:609 Global Education (3 Credits)
This course focuses on theories, materials and methods for teaching global education through e-learning and web-based tools.

5500:611 Global Education and Technology (3 Credits)
Theories, materials, and methods for teaching global education through e-learning and web-based tools. The focus will be on opportunities and challenges in using technology to teach about the world, its people, and issues.

5500:612 Models of Epistemology and Inquiry (3 Credits)
An exploration of various epistemological and methodological frameworks that are the foundation of systematic and complex educational inquiry. Doctoral level status is preferred but Master’s level students are encouraged to enroll in consult with the instructor.

5500:615 Philosophy & Organization of Middle Schools (3 Credits)
Philosophy, theory, research, and exemplary organizational, assessment, and evaluation components of middle level education.

5500:616 Middle School Curriculum & Instruction (3 Credits)
Theories, research, and exemplary practices focusing on middle school curriculum and instruction.
5500:617 Seminar: Licensure in Curricular and Instructional Studies (3 Credits)
This course should be taken at the beginning of the Master’s with Licensure Program as an introduction to curriculum and pragmatics of teaching.

5500:619 Instructional & Management Practices (3 Credits)
Students learn to use teaching models and management strategies to become effective instructors. Also included are educational issues that relate to effective management and instruction.

5500:621 Advanced Instructional Techniques: Modern Language P-8 (3 Credits)
Prerequisite: 5500:617 or permission of instructor. Focus is on theories of language acquisition, models of instruction suited to teaching foreign languages and cultures in the elementary school (P-8), and strategies that promote appropriate levels of language competence and proficiency for young learners. (35 field hours)

5500:622 Children's Literature in the Curriculum (3 Credits)
Examination of literary genre with emphasis on methods and techniques for presenting literature to children in preschool, elementary, and middle grades.

5500:625 Contemporary Issues in Literacy Instruction and Phonics (3 Credits)
Survey course exploring current research in reading and writing as constructive processes of meaning-making.

5500:626 Assessment of Reading Difficulties (3 Credits)
Examines formal and informal assessments and intervention strategies for students grades K - 12 with reading difficulties.

5500:627 Special Topics in Curricular & Instructional Studies (3 Credits)
(3-9 credits; may be repeated with a change in topic). Prerequisite: permission of instructor. Groups study of special topics of critical, contemporary concern in professional education.

5500:628 Literacy Assessment Practicum (3 Credits)
Laboratory experience within classroom, small groups and individuals. A student diagnoses, implements procedures, and follows prescribed reading improvement.

5500:629 Reading Programs in Secondary Schools (3 Credits)
For all subject teachers both with and without previous study in the teaching of reading. Materials, class organization and procedures for developing reading improvement programs, for all secondary school and college students.

5500:631 Advanced Behavioral Strategies for the Educator (3 Credits)
This course provides the educator with an advanced examination of strategies designed to improve student behavior in the school setting.

5500:635 Seminar in Teaching Foreign Languages (3 Credits)
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section.

5500:637 Seminar: Research & Theory in Foreign Language Education (3 Credits)
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section.

5500:639 Introduction to Teacher Leadership (3 Credits)
This course philosophically, scientifically, and historically explores contemporary teacher leadership in the United States through scholarly, critical and practical inquiry in addition to reflective action in diverse learning ecologies.

5500:640 Development of Children: Grades Four and Five (3 Credits)
Prerequisite: Course is only open to candidates who hold an Early Childhood P-3 teaching license. Course focuses on nature/needs of grades 4-5 adolescents, development including physical, cognitive-intellectual, moral, psychological and social-emotional. Explore related issues in home, school and community contexts.

5500:641 Fourth Grade Curriculum and Instruction (3 Credits)
Prerequisite/Corequisite: 5500:640. The language arts, mathematics, science and social studies, the arts and technology content and the knowledge of inquiry and problem-based instruction necessary for fourth-grade learners.

5500:642 Fifth Grade Curriculum and Instruction (3 Credits)
Prerequisite/Corequisite: 5500:640. Models an inquiry-based format that integrates math, science, social studies, and technology standards where students learn to create, implement, manage, and evaluate student-centered learning environments.

5500:644 Collaboration and Consultation Skills for Teacher Leadership (3 Credits)
Prerequisites: 5100:643 and 5500:693. This course provides teachers in the leadership endorsement with skills in communication, collaboration, and team process to facilitate a collaborative learning culture.

5500:645 Theory & Practice in Elementary School Mathematics (3 Credits)
Focuses on the development of mathematics education, current trends in the teaching of elementary school mathematics, and future directions in mathematics education.

5500:650 Elementary Science Curriculum & Instruction (3 Credits)
A critical analysis of contemporary science curriculum and instructional methods for the young learner with particular attention to constructivism and national standards.

5500:651 Secondary Science Curriculum & Instruction (3 Credits)
A critical analysis of the theory and practice of curriculum and instructional methods in science for early adolescent and adolescent learners.

5500:652 Nature, History, and Philosophy of STEM (3 Credits)
This course examines the historical evolution of STEM disciplines, and the philosophical assumptions that distinguishes ways of knowing in these disciplines. Applications to educational research are examined.

5500:660 Coaching in Diverse Classrooms (2 Credits)
This course focuses on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive literacy instruction for diverse learners.

5500:661 Coaching for Effective Assessment Practice (2 Credits)
Designed for reading specialists, this course teaches knowledge, skills and dispositions in school-based professional development and coaching on classroom-based literacy assessment concepts and skills.

5500:662 Pedagogy of Effective Literacy Instruction (2 Credits)
The course enables candidates to demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective literacy instruction.

5500:663 Professional Development in Literacy (2 Credits)
An introduction to research and knowledge bases related to teacher professional development with an examination of coaching as one venue of supporting teacher professional development.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>5500:664</td>
<td>Advanced Literacy Research (2 Credits)</td>
<td>2</td>
<td>This course is an introduction to literacy research as an integral part of professional development and supports engagement in inquiry that advances candidates' understanding of literacy instruction.</td>
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<tr>
<td>5500:665</td>
<td>Literacy Specialist Internship (4 Credits)</td>
<td>4</td>
<td>The internship is a school-based practicum that integrates the accomplishment of the Literacy Specialist Endorsement Standards and focuses on data-based decision making to inform coaching.</td>
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<tr>
<td>5500:690</td>
<td>Educational Inquiry I (3 Credits)</td>
<td>3</td>
<td>Prerequisite: Admission to the M.A. program in Curricular and Instructional Studies. The implementation of a research design for an inquiry into a curricular and/or instruction problem within an educational setting.</td>
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<td>5500:691</td>
<td>Educational Inquiry II (3 Credits)</td>
<td>3</td>
<td>Prerequisite: 5500:690 and admission to the program. Students implement a research design for an inquiry into a curricular and/or instruction problem inside or outside of an educational setting.</td>
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<td>5500:692</td>
<td>Field Experience: Colloquium (1 Credit)</td>
<td>1</td>
<td>Prerequisite: admission to student teaching; corequisite: 694. Instructional experience in the 7-12 classroom to apply theory and research to practice.</td>
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<td>5500:693</td>
<td>Field Experience: Masters with Licensure (1-3 Credits)</td>
<td>1-3</td>
<td>Instructional experience in the 7-12 classroom to apply theory and research to practice. (May be repeated for a maximum of 6 credits.) 1-3 credits (50 field hours per credit hour)</td>
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<td>5500:694</td>
<td>Field Experience: Classroom Instruction (1-12 Credits)</td>
<td>1-12</td>
<td>Prerequisites: Admission to Student Teaching; corequisite: 5500:692. Planned teaching experience in schools selected and supervised by Office of Field Experience.</td>
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<td>5500:695</td>
<td>Field Experience: Masters (1-6 Credits)</td>
<td>1-6</td>
<td>Prerequisites: permission of advisor and department chair. Experience in an educational setting to apply educational theory and research to practice.</td>
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<tr>
<td>5500:696</td>
<td>Masters Project (1-6 Credits)</td>
<td>1-6</td>
<td>In-depth investigation of specific problem pertinent to student’s area of concentration in education.</td>
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<td>5500:697</td>
<td>Independent Study (1-3 Credits)</td>
<td>1-3</td>
<td>Selected areas of independent investigation as determined by advisor and related to student’s academic needs.</td>
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<td>5500:699</td>
<td>Masters Thesis (4-6 Credits)</td>
<td>4-6</td>
<td>In-depth study of research problem in education. Student must be able to demonstrate necessary competencies to deal with research problem in education.</td>
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<tr>
<td>5500:750</td>
<td>Current Research &amp; Theory in STEM Education (3 Credits)</td>
<td>3</td>
<td>Intensive examination of contemporary theory and research literature in STEM teaching and learning for preschool through senior high school students.</td>
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<td>5500:780</td>
<td>Seminar: Curricular &amp; Instructional Studies (1-3 Credits)</td>
<td>1-3</td>
<td>(May be repeated.) Intensive examination of a particular area of curriculum and instruction.</td>
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<td>5500:800</td>
<td>Professional Seminar in STEM Education (3 Credits)</td>
<td>3</td>
<td>Prerequisite: admission to the Ph.D. in Integrative STEM Education program. Learners will develop individualized programs of study and plan their doctoral studies. An overview of process and procedures will be addressed.</td>
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