Curriculum and Instruction/Literacy Studies

The Department of Curriculum and Instruction/Literacy Studies, Social and Cultural Foundations, Educational Leadership Studies offers opportunities for graduate study, teaching certification and research, leading to degrees in each related specialty area for the master of arts. Our programs are designed for educators and other professionals with educational leadership responsibilities. The primary purposes of the master of arts and doctor of education programs in the department provides increased knowledge, skills, research, and professional competencies for licenses related to each specialty area in the department. Faculty work with national accreditation standards for each of their programs and contribute to the profession at university, state, and national levels of professional involvement. The experiences available through our graduate programs involve technology, diversity, global initiatives, culturally responsive teaching, and faculty who are leaders in research, teaching, and service in their scholarly work.

For more information, please visit our website at http://cils.wvu.edu/.

Degrees Offered

- Master of Arts
- Doctor of Education

Graduation

All students must apply on-line for graduation. Please contact the Center for Student Advising and Records, Room 710 Allen Hall, PO Box 6122, Morgantown, WV 26506-6122. http://advising.cehs.wvu.edu

FACULTY

CHAIR
- Dale S. Niederhauser - Ph.D. (University of Utah)
  Foundations of Education, Educational Technology, Elementary Education: Early Childhood

PROFESSORS
- Elizabeth A. Dooley - Ed.D. (West Virginia University)
  Elementary Education, Learning Disabilities, Mental Retardation, Multicultural Education
- Stacy A. Gartin - Ph.D. (Ohio State University)
  Adult Agricultural Education, Communications, Leadership Development
- Mary E. Haas - Ed.D. (Indiana University)
  Social Studies Education, Geographic Education, Global Education, Holocaust Education
- Helen Hazi - Ph.D. (University of Pittsburgh)
  EDLS
- Dale S. Niederhauser - Ph.D. (University of Utah)
  Foundations of Education, Educational Technology, Elementary Education: Early Childhood
- Patricia A. Obenauf - Ed.D. (University of Virginia)
  Curriculum Development, Science Education, Conceptual Models
- Steven D. Rinehart - Ed.D. (West Virginia University)
  Reading Education, Language Arts, Clinical Reading
- James Rye - Ph.D. (Pennsylvania State University)
  Science Concept Learning: Science/Technology/Society Education, Human Nutrition and Health Education
- Randall L. Wiesenmayer - Ph.D. (Pennsylvania State University)
  Science Education, Science/Technology/Society (STS) Education, Environmental Education

ASSOCIATE PROFESSORS
- Johnna J. Bolyard - Ph.D. (George Mason University)
  Mathematics Education, Mathematics Teacher Development, Use of Representation in Mathematics Teaching
- Charline J. Barnes Rowland - Ed.D. (Virginia Polytechnic Institute and State University)
  Literacy Education, Teacher Education
- Aimee L. Morewood - Ph.D. (University of Pittsburgh)
  Reading Education, Professional Development, Effective Teaching Strategies
- Allison Swan Dagen - Ph.D. (University of Pittsburgh)
  Instructional and Learning Reading
- Joy Faini Saab - Ed.D. (West Virginia University)
Associate Professor, Early Childhood Education, Elementary Education, Creative Arts, Reggio Emilia Studies, Process Education, International Models of Education

- Robert A. Waterson - Ph.D. (Purdue University)
  Social Studies History, Democracy and Citizenship Education, Multicultural Education

ASSISTANT PROFESSORS

- Malayna Bernstein - Ph.D. (Northwestern University)
  English Education
- Jeffrey Carver - Ed.D. (Illinois State University)
  Science Education, Organic Chemistry, Physics
- Micah Fierstein - Ed.D.
  EDLS
- Sharon Hayes - Ph.D. (University of Florida)
  Elementary Education, Action Research, Professional Development and Literacy
- Lauryl Lefebvre - Ph.D. (Indiana University)
  EDLS
- Melissa Luna - Ph.D.
  Science Education
- Sarah Selmer - Ed.D. (West Virginia University)
  Mathematics Education
- Melissa Sherfinski - Ph.D. (University of Wisconsin, Madison)
  Curriculum Theory and Research, Research Methodology
- Audra Slocum - Ph.D. (Ohio State University)
  Appalachian Education, Multicultural Teacher Education, Adolescent Literacies
- Nathan Sorber - Ph.D. (Pennsylvania State University)
  EDLS
- Eva Erdosne Toth - Ph.D. (University of Illinois)
  Science Education, Biology, Chemistry

VISITING ASSISTANT PROFESSOR

- Jane S. Cardi - Ed.D. (West Virginia University)
  French, Gifted Education

TEACHING ASSISTANT PROFESSOR

- Ashley Dawn Atkins Martucci - Ed.D. (West Virginia University)
  Early Childhood Education, Child Development

CLINICAL ASSISTANT PROFESSOR

- Stephanie Morris Lorenze - Ed.D. (West Virginia University)
  Secondary Education

TEACHING INSTRUCTOR

- Beth B. Satterfield - M.S. (West Virginia University)
  Early Childhood Education, Child Development

CLINICAL INSTRUCTOR

- Matthew Anderson - M.A. (Columbia University)
  Educational/Developmental Psychology

PROFESSORS EMERITI

- John L. Carline - Ph.D. (Syracuse University)
  Emeritus
- Boyd D. Holtan - Ed.D (University of Illinois)
  Emeritus
- Ronald V. Iannone - Ed.D. (Syracuse University)
  Emeritus
- Roy A. Moxley - Ph.D. (University of Michigan)
  Emeritus
Program Policies and Matriculation Benchmarks—Teaching Certification Programs

All students enrolled in Master and Certification (MAC) programs in the Department of Curriculum and Instruction/Literacy Studies must adhere to the following policy. Please consult with your advisor to discuss your program plan.

CRITERIA FOR ADMISSION TO THE M.A. PROGRAMS IN ELEMENTARY/SECONDARY EDUCATION:

- Bachelor's degree
- GPA 2.75
- One page goal statement.
- Testing requirements: Praxis Core Academic Skills for Educators: # 5712 OR GRE (contact department for acceptable scores)
- TOEFL - International students, TOEFL 550 paper or 213 computer. (79-80 iBT)

MATRICULATION CRITERIA:

- Transcript analysis for content requirements. Contact the Center for Student Advising and Records http://advising.cehs.wvu.edu
- 3.0 GPA in graduate coursework, must earn a “C” or above in all graduate level courses.
- Prerequisite: C&I 602 and EDP 600 must be completed before you begin method coursework.
- Successful completion of C&I 602 (with a grade of “B” or above.)
- Provide the results of an “Online Criminal Background and Fingerprinting Check to any School Placement. Please see the Center for Student Advising and Records http://advising.cehs.wvu.edu for more information.
- Apply for State Student Teaching Permit
- Successful completion of Content area Praxis Test (Praxis II) before student teaching. Test scores must be submitted to the Center for Student Advising.
- Successfully complete a professional portfolio that demonstrates Professional Teaching standard and specialization content. Student will submit the portfolio in their C&I 680 class the semester they do their student teaching.

STUDENT TEACHING PLACEMENT CRITERIA:

- Consult with advisor and/or The Center for Student Advising and Records http://advising.cehs.wvu.edu
- Completion of all professional education and subject content coursework
- Completion and submission of Student Teaching Application 1 year before your Student teaching semester
- Hold a State Student teaching Permit
- Successfully passing the PRAXIS II and content area as needed for your program. (Test scores must be submitted to the Center for Student Advising and Records.)

State Policy # 5100

6.2.3. PPST Waivers. In lieu of taking the WVBE-approved PPST, prospective educators completing WVBE-approved programs may provide evidence of:

1. A master’s degree from an accredited institution of higher education
2. Currently holding or having held a West Virginia professional teaching, administrative, or student support service license;
3. Attainment of WVBE-approved composite scores from a single administration of the American College Testing (ACT) Program or the Scholastic Assessment Test (SAT)

See Appendix E of this policy for currently approved ACT and SAT scores. Waivers A and C do not apply to the institution’s required assessments of speaking, listening, and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative, or student support services license are not required to complete any of the pre-professional skills assessments (WVDOE Policy 5100).

ADDITIONAL NOTES
1. C&I 602 must be taken in the first or second semester after admission into the program.
2. Application for transient credit for graduate courses taken at other institutions must be approved by the advisor and the associate dean for academic affairs.
3. Elective courses must be approved by the advisor prior to enrollment.
4. Prior to enrollment in C&I 584:
   • All coursework must be completed.
   • All students must complete 125 hours of approved fieldwork.
   • All students must submit passing scores (as determined by the West Virginia Department of Education) and copies of the subtest scores for the appropriate PRAXIS II (content area) to the Center for Student Advising and Records test prior to student teaching.
5. All students must successfully complete a professional portfolio that demonstrates mastery of WV Professional Teaching standards and specialization content. Students submit the portfolio in C&I 680.

CAPSTONE EXPERIENCE
1. All students must submit passing scores for the PLT to the Center for Student Advising and Records prior to certification.
2. As state certification requirements change, additional coursework may be required.

COURSES
C&I 501. Essential Topics for Teaching. 3 Hours.
This course provides an initial exposure for undergraduate and graduate students to themes in education to foster appreciation of the classroom experience by empowering teachers to be classroom leaders.

C&I 524. Mddl Schl Number/Algebra Tch 1. 1 Hour.
PR or CONC: MATH 524. Issues involved with sets of numbers as examples of algebraic systems, properties of groups, rings and fields. Properties of polynomials and polynomial rings. Mathematical modeling with finite differences and least squares. Applications in model curricula.

C&I 525. Mddl Schl Number/Algebra Tch 2. 1 Hour.
PR or CONC: MATH 525. Continuation of C&I 524. Issues involved with sets of numbers as examples of algebraic systems, properties of groups, rings, and fields. Properties of polynomials and polynomial rings. Mathematical modeling with finite differences and least squares.

C&I 528. Mddl Schl Functn/Change Tch 1. 1 Hour.
PR or CONC: MATH 528. Teaching and Learning function concept operations on functions, limits, continuity, Intermediate Value Theorem, families of curves, optimization and area. Classroom applications, current research in learning. Applications in model curricula.

C&I 529. Mddl Schl Functn/Change Tch 2. 1 Hour.

C&I 530. Math in the Elementary School. 3 Hours.
PR: Consent. Addresses current issues and trends in elementary mathematics education. Designed for the practicing elementary teacher.

C&I 533. Corrective Tech Math Ed. 3 Hours.
PR: Consent. Materials and methods used in diagnosis and remediation of learning difficulties in mathematics.

C&I 581. Ind Research in Curr Studies. 1-6 Hours.
Faculty-supervised study of topics not available through regular course offerings.

C&I 584. Studnt Tchng Elem/Erly Chldhd. 2-12 Hours.
PR: For elementary and early childhood undergraduates who meet eligibility requirements and other guidelines. (Applicable to preschool, nursery, day care, child care, kindergarten, primary grade, or elementary school.)

C&I 585. Student Teaching Secondary Ed. 2-12 Hours.
PR: Students enrolled in secondary education undergraduate programs who meet eligibility requirements and other guidelines.

C&I 587. Advanced Clinical Experience. 1-6 Hours.
PR: Consent. Clinical experience in teaching-learning situations at any level.
C&I 588. Professional Field Experience. 2 Hours.
Students are placed in classroom settings where they are required to observe classroom teachers and engage in instructional and non-instructional programming.

C&I 591A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

C&I 592A-Z. Directed Study. 1-6 Hours.
Directed Study, reading, and/or research.

C&I 593A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

C&I 594A-Z. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

C&I 600. US Educn-Internatinal Students. 3 Hours.
PR: International students with graduate status and developing oral and written English skills. To assist international students in understanding the U.S. system of education. Included: dominant U.S. values related to education, structure of U.S. education at all levels, models and strategies, field trips, and international comparisons.

C&I 601. Elementary School Curriculum. 3 Hours.
PR: 20 hours of undergraduate credit in elementary education, or consent. Analysis of curriculum designs in elementary education with emphasis on methods and techniques of development.

C&I 602. Curriculum/Teaching Principles. 3 Hours.
This course will give the student a basic foundation in the principles, development, and design of curriculum and teaching models.

C&I 604. School Curriculum. 3 Hours.
PR: Teaching experience or consent. Emphasizes socioeconomic and cultural influences on curriculum; principles of curriculum development; curriculum building in various teaching fields; and techniques of experimentation and evaluation.

C&I 605. 21st Century Teaching/Learning. 3 Hours.
Interdisciplinary content if a 3 credit hour course. This course examines new and emerging technologies as they relate to classroom integration and pedagogy.

C&I 606. Curr For Middle Childhood. 3 Hours.
Survey course which includes: historical, social, and cultural influences on the curriculum; the learner characteristics; curriculum and instructional organization and their relationship to facilities available; and evaluation and implementation of middle childhood curriculum.

C&I 608. Intro Altnatve Lrng Environmnt. 3 Hours.
This course will provide opportunities for educators to explore and analyze the trends and issues in alternative learning environments in public education.

C&I 609. Exper Altnatve Lrng Envr. 6 Hours.
PR: C&I 608 and SCFD 620 and consent. This course helps teachers to learn and practice skills that are needed to be an effective teacher in an alternative teaching environment. (Alternate years.).

C&I 612. Early Childhood Curriculum 1. 3 Hours.
PR: CI 410 and CI 411 or consent. Curriculum development for early childhood education Pre-K to 4th grade, including social, creative, cognitive, physical, and academic goals. Societal, historical, and theoretical influences on early childhood curriculum are examined.

C&I 614. Early Childhood Instruction. 3 Hours.
PR: CI 410 and CI 411 or consent. Design of instruction for continuous improvement toward mastery of curriculum goals for early childhood education Pre-K to 4th grade.

C&I 615. Issues in Holocaust Education. 3 Hours.
Course examines important issues related to the Holocaust, and their implications for inclusion in curriculum. It examines instructional procedures helpful to youth in trying to comprehend the Holocaust's meaning for living in the 21st century.

C&I 616. Early Chld Program Devlp/Eval. 3 Hours.
PR: CI 410 and CI 411 or consent. Development, administration, and evaluation of facilities, programs, and support systems for early childhood education Pre-K to 4th grade. Includes a focus on family connections and support systems related to early childhood classrooms.

C&I 617. Lang Arts In Early Childhood. 3 Hours.
Designing instruction for an integrated development of writing, reading, speaking and listening with an emphasis on literacy acquisition in early childhood education Pre-K to 4th grade.

C&I 618. Storytelling Erly Chldhd. 3 Hours.
This course will assist students in telling, reading, and creating stories for children. Techniques, methods, and research effective in the art of storytelling will be examined and applied as they relate to total child development.
Curriculum and Instruction/Literacy Studies

C&I 623. Contemp Issues Engl Educ. 3 Hours.
PR: Graduate standing. Provides the student with a knowledge of several contemporary issues in English teaching which have immediate and long-range ramifications for secondary-school English instruction. (1 hr. lec., 2 hr. sem.).

C&I 624. Adv Methods in English Educatn. 3 Hours.
PR: C&I 602 and EDP 600 and Graduate standing. (For classroom teachers of English.) Analysis of recent trends and innovations in methodology. Readings and discussions will lead to the development of instructional strategies and units for secondary English classrooms. (1 hr. lec., 1 hr. lab., 1 hr. sem.).

C&I 630. Problem Solving in Math. 3 Hours.
PR: C&I 602 and EDP 600. A capstone course designed to further develop student’s conceptual understanding of mathematics.

C&I 631. Mathematics-Elementary School. 3 Hours.
PR: Consent. Addresses current issues and trends in elementary mathematics education. Designed for the practicing elementary teacher.

C&I 632. Rsrch-Math Curriculum/Technlgy. 3 Hours.
This graduate level course is designed to focus on research and trends associated with applications of technology and curriculum in mathematics settings. Class topics will span curriculum, technology, and assessment in math education.

C&I 633. Math In Jr High & Middle Schol. 3 Hours.
A methods course designed to teach selected topics including lesson planning, developing appropriate teaching/learning methods, and evaluations from middle school mathematics.

C&I 634. Math in Secondary School. 3 Hours.
PR: C&I 602 and EDP 600 and Consent. Patterns of mathematics curriculum in the secondary school; practices in teaching mathematics; preparation, selection and use of instructional materials. Designed for the practicing secondary mathematics teacher.

C&I 639. Science Research/Tchng Ethics. 3 Hours.
PR: Graduate Standing. Students learn basic concepts of responsible research conduct, public communication and teaching research ethics by way of on-line discussions, and peer-review of case-solutions/reasoning and application projects.

C&I 640. Science In Elementary School. 3 Hours.
PR: 20 hours of undergraduate credit in elementary education or consent. Analysis of methods, curriculum patterns, and trends in elementary school science. Understanding and development of scientific attitudes appropriate at the elementary-school level.

C&I 644. Science Secondary School. 3 Hours.
PR: C&I 602 and EDP 600 or appropriate professional experience. Nature and function of science in secondary schools supported by current research and development; includes analysis of structure and practice of science curriculum and instruction issues.

C&I 645. Global Climate Change. 3 Hours.
A graduate-level web-based course that presents the scientific evidence related to global climate change and the implications for science, technology and society.

C&I 646. Science:Native American Views. 3 Hours.
This course examines the science and non-scientific views in areas of health and healing, environment, and technological applications in traditional Native American and Western cultures.

C&I 647. Sci & Math Ap Nutr Energ Cont. 3 Hours.
This course is designed for teachers (4-12) of science or math. The course integrates nutrition and physical activity content applicable to student’s lives.

C&I 648. Science/Tech:Soc Perspectives. 3 Hours.
Course provides students with an understanding of the characteristic relationships between science, technology, and society. Course examines impacts of these relationships on social and natural communities.

C&I 649. History/Philosophy of Science. 3 Hours.
Examines the nature of science and how social forces have interacted with the process of science to promote the dynamic development of the current body of scientific knowledge.

C&I 650. Social Studies-Elementary Schl. 3 Hours.
PR: C&I 602 and EDP 600 or consent. Comprehensive consideration of objectives, content, methods, including unit procedures; materials including objects, models, exhibits, and museum items, as well as textbooks, collateral reading, maps, and graphs; means of evaluating social growth and development.

C&I 654. Social Studies-Secondary Schl. 3 Hours.
PR: C&I 602 and EDP 600 or consent. Nature and function of social studies in the secondary school; utilization of community, state, national, and world resources in teaching; selection of content for teaching purposes; curriculum construction with emphasis on resource and teaching units.

C&I 656. Challenges in Teaching History. 3 Hours.
This course will provide an initial exposure for pre-service social studies teachers to address the challenge of teaching controversial public issues of recent history.
C&I 657. Workshop Economic Education. 3 Hours.
Workshop for principals, teachers, and supervisors with emphasis on the economic structure of our society and methods of integrating economics into the school program. (Sponsored jointly by College of Human Resources and Education and College of Business and Economics.).

C&I 660. Classroom Simulation Tech. 3 Hours.
To provide experience in the use of learning games and simulations as an instructional technique and simulated activities and games to be used in a variety of learning environments. (Alternate years.).

C&I 661. Computers in the Content Areas. 3 Hours.
Development of extensive curriculum units on the use of computers and other technologies in teaching and learning. Students will inform one another of various uses of computers in learning.

C&I 662. Hypermedia in Learning. 3 Hours.
Survey of theory, research, and application of hypermedia and the authoring language - Authorware.

C&I 663. Software Development. 3 Hours.
Principles and models of software design and the authoring language-HyperCard.

C&I 671. Assess Impct:Cmptr-based Learn. 3 Hours.
Survey of the current findings in computer-based learning; couples statistical features and design scenarios.

C&I 677. Childrens TV:Problems/Potental. 4 Hours.
PR: Consent. Provides parents and teachers with strategies for monitoring, evaluating, and directing television viewing habits of youth; pertinent research studies, school and community action programs, and home and school education programs are discussed and practiced.

C&I 680. Tech Intgrtn-Capstone Exper. 3 Hours.
Capstone for elementary and secondary education programs.

C&I 681. Independent Research C&I. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

C&I 685. Supervision of Student Teachers. 3 Hours.
PR: Consent. For persons working or intending to work with education students in field experiences. Course focuses on the development and application of supervisory skills in effective guidance of student teachers and education students.

C&I 686. Teaching Strategies-Middl Chdhd. 3 Hours.
Surveys instructional strategies appropriate for facilitating preadolescent learning. Includes the role of the teacher and how the teacher uses resources within and outside the classroom as they relate to instruction of the learner, age 10-14 years.

C&I 687. Advanced Teaching Strategies. 3 Hours.
PR: Graduate standing. Deals with methods as one critical variable in teaching. Examines ways and means to describe, plan the use of, implement, and evaluate teaching methods. Analysis and implementation of teaching methods and component skills of teaching.

C&I 688. Classroom Organization & Mang. 3 Hours.
Discusses research identifying components of classroom organization and environment which influence learning; reviews teacher behaviors and learning activities which research indicates lead to more effective teaching. Stresses implementation strategies relevant to classroom settings.

C&I 689. Cultural Diversity -Classroom. 3 Hours.
PR: Graduate standing or consent. Provides opportunities for educators to increase awareness of their own ethnic backgrounds, foster understandings of the inter-active effects of gender, race, ethnicity and socio-economic status, and develop appropriate teaching materials and methods.

C&I 691A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

C&I 692A-Z. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

C&I 693A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

C&I 694A-Z. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

C&I 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

C&I 696. Graduat Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

C&I 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

C&I 701. Curriculum Development. 3 Hours.
PR: Consent. The study of the concepts underlying school curriculum.
C&I 707. Theories/Models/Research-Tch. 3 Hours.
PR: SCFD 620 or consent. The theories behind selected models of teaching as well as research in teaching and best practices.

C&I 708. Contemp Determinants Curriculum. 3 Hours.
PR: C&I 701 and SCFD 640 or consent. Contemporary determinants of curriculum development.

C&I 709. Curriculum Theories. 3 Hours.
PR: C&I 708 or consent. Theories underlying curriculum from the past to the present and projected to the future.

C&I 710. Advanced Supervision. 3 Hours.
PR: Consent. Exploring theories, research, and practices of pre-service and in-service instructional supervision in the classrooms of novice and mature teachers. (Also listed as EDLS 701).

C&I 719. Behav Mod-Early Chldhd Educ. 3 Hours.
Application of behavior modification principles to classroom management in early childhood education Pre-K to 4th grade.

C&I 738. Survey-Major Issues Math Educ. 3 Hours.
PR: Consent. Individual and group research on selected topics in mathematics education.

C&I 757. Social Studies Curr Devlp K-12. 3 Hours.
PR: C&I 601 or C&I 604 and C&I 650 or C&I 654. Stresses the application of principles and procedures pertinent to the development of social studies programs in elementary and secondary schools. Strong emphasis will be placed on the analysis of current social studies curriculum materials.

C&I 786. Curriculum Evaluation. 3 Hours.
This course enables students to develop skills and strategies necessary for curriculum evaluation and improvement of programs. Included will be a historical review of evaluation and analysis of approaches to curriculum evaluation.

C&I 787. PRDV:Teaching Effectiveness. 3 Hours.
PR: Advanced graduate standing or consent. Explores professional learning tools that lead to effective teaching; investigates the conditions that facilitate professional learning and effective teaching by examining the teacher, learner, content and environment; examines how educators study and resolve problems.

C&I 788. Higher Education Curriculum. 3 Hours.
Analysis and evaluation of post-secondary curriculum with emphasis on organizing, translating, and applying findings. Topics include curriculum shaping forces; institutional patterns; policy, components and change; and principles and techniques of development, experimentation, and evaluation.

C&I 789. Teaching In Higher Education. 3 Hours.
PR: Graduate standing. A general methods course involving instructional concepts and strategies for present/prospective faculty in higher education. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.

C&I 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of curriculum and instruction. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

C&I 791A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

C&I 792A-Z. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

C&I 793A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

C&I 794A-Z. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

C&I 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

C&I 796. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

C&I 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/ U.).

C&I 798. Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.
C&I 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University’s facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department’s 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

C&I 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

C&I 931. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

C&I 932. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.