Degree Offered

- Master of Arts

Nature of the Program

Learning is powerful when teachers connect students' personal interests to real-world opportunities. Curriculum designed using Connected Learning principles focuses on using new digital and networked technologies to expand opportunities for young people. It differs from traditional approaches to technology integration in which technology is viewed as a means toward more efficient and automated forms of education. Instead, Connected Learning puts learner-centered and experiential methods at the center of technology-enhanced learning. More importantly, teachers committed to connected learning design principles prioritize learning that create meaningful connections between their peers and their communities.

PROGRAM OVERVIEW

- Teacher leaders work collaboratively with educators, and coach/mentor classroom teachers in the use of research-based ambitious teaching practices to design and implement curriculum and classroom instruction.
- Teacher leaders analyze school-based curriculum and district data to create professional development programs that address the current strengths and needs of teachers and students.
- Teacher leaders collaborate and share information with school stakeholders about students, curriculum, instruction, and assessment.

Admissions

Admission into the Digital Technologies and Connected Learning major is based on the academic accomplishments of the applicant and well as the alignment of the applicant's goals with the goals of the program. Students are selected based on their fulfillment of the specific admissions requirements listed below and the overall strength of their application.

Application requirements:

- Official transcripts verifying completion of an undergraduate degree from an accredited college or university.
- Three official letters of recommendation speaking to the applicant's potential as a teacher leader in Digital and Connected Learning.
- Submission of an official goal statement related to the program, including professional goals and interest in this specific program.
- Professional vita.

Applications will be due by April 15 the semester prior to program entrance, although candidates will be reviewed on a rolling basis. Candidates will be admitted for a summer start only.

Applicants will be reviewed by a committee of department faculty using a standardized review rubric in which the reviewer will assess the candidate based on: 1) the applicant's fulfillment of the required admittance criteria; 2) the applicant's fit with the program's goals; and 3) the applicant's potential for success in the program. Reviewers will indicate an overall admissions recommendation for each applicant. Final admissions decisions based on reviewer recommendations will be made by the program coordinator.

Admission Requirements 2023-2024

The Admission Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 5525

Major Requirements

A minimum GPA of 3.0 is required for all coursework applied toward the major requirements.

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<thead>
<tr>
<th>Core Courses</th>
<th>IDT Courses</th>
<th>Technology Education Courses</th>
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<tbody>
<tr>
<td>C&amp;I 625 Leadership Field Experiences and Clinical Practice</td>
<td>IDT 620 Social Network Media</td>
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<td>C&amp;I 670 Practitioner Inquiry</td>
<td>IDT 655 Technology for Teachers</td>
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<td>C&amp;I 672 Professional Learning Communities: Creating Spaces for Collaboration, Coaching, and Praxis</td>
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<td>C&amp;I 673 Teacher Leadership: Transforming Identities, Contexts, and Practices</td>
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Digital Technologies and Connected Learning, M.A.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>C&amp;I 660</td>
<td>Games, Learning, &amp; Design</td>
<td>3</td>
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<tr>
<td>C&amp;I 661</td>
<td>Computational Literacy and Coding for Learning</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 662</td>
<td>Principles and Practices for Connected Learning</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 663</td>
<td>Media Literacy and Digital Citizenship</td>
<td>3</td>
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<td><strong>Total Hours</strong></td>
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**Major Learning Outcomes**

**DIGITAL TECHNOLOGIES AND CONNECTED LEARNING**

Goal 1: Teacher leaders will work collaboratively with educators, and coach/mentor classroom teachers in the use of research-based ambitious teaching practices to design and implement curriculum and classroom instruction.

- Teacher leaders will collaborate with classroom teachers to plan standards-based lessons and units that incorporate a variety of digital technologies to promote active learning among K-12 students, deepen their understandings and improve their learning outcomes.
- Teacher leaders will coach and support teachers in creating an equitable learning environment that respects and values all students and addresses their diverse learning needs.

Goal 2: Teacher leaders will analyze school-based curriculum and district data to create professional development programs that address the current strengths and needs of teachers and students.

- Teacher leaders will evaluate standards, textbooks, and standardized assessments to make recommendations for addressing learning and achievement gaps.
- Teacher leaders will explore and analyze school and district data to develop a vision for the professional development of educators and school improvement that disrupts the inequities of the educational status quo.
- Teacher leaders will plan, implement, and evaluate professional development programs at the school and/or district level.
- Teacher leaders will coach/model effective teaching practices, defined by professional organizations, as they engage teachers in ongoing professional development and provide support to educators in their classrooms.

Goal 3: Teacher leaders will collaborate and share information with school stakeholders about students, curriculum, instruction, and assessment.

- Teacher leaders will share critical issues, policy initiatives, and curriculum trends in teaching and learning with colleagues, parents and local and state school boards.
- Teacher leaders will collaborate with teachers, parents and community members to create shared visions and action plans to ensure technology integration enhances/support teaching and learning.

**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 525. Middle School Number/Algebra Teaching 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 526. Classroom Discourse & Inquiry. 3 Hours.**
PR: C&I 602 and EDP 600 and Graduate standing. Analysis of recent trends and innovations in pedagogy and classroom-based inquiry. Readings and discussions will lead to the development of an instructional unit for secondary English and social studies classrooms. Students will analyze their teaching and student work in field placement.

**C&I 528. Middle School Function/Change Teaching 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. Middle School Functions/Change Teaching 2. 1 Hour.**

**C&I 530. Mathematics 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 Techniques in Mathematics Education. 3 Hours.**
PR: Consent. Materials and methods used in diagnosis and remediation of learning difficulties in mathematics.

**C&I 581. Independent Research in Curriculum Studies. 1-6 Hours.**
Faculty-supervised study of topics not available through regular course offerings.
C&I 584. Student Teaching: Elementary-Early Childhood. 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 Education. 2-12 Hours.
PR: Students enrolled in secondary education undergraduate programs who meet eligibility requirements and other guidelines.

C&I 586. Field Experience 1. 1 Hour.
The WV Department of Education requires 125 hours of observation prior to student teaching. In this first semester field placement, you will have a 62.5-hour placement in either an elementary, middle or high school, depending on certification area. Each candidate will complete several assignments that help to focus observation time and provide a useful context for learning in the field.

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

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

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

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

C&I 600. United States Education for International 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. The 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 and 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 603. Counselors & Classrooms. 3 Hours.
Bridging theory and practice, this course helps P-12 school counselors create effective learning environments for all students specifically during their classroom-based lessons.

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. Twenty-First Century Teaching and 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. Curriculum 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. Introduction to Alternative Learning Environments. 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. Experiences in Alternative Learning Environments. 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. 3 Hours.
PR: C&I 410 and C&I 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: C&I 410 and C&I 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 Childhood Program Development and Evaluation. 3 Hours.
PR: C&I 410 and C&I 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. Language 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 in Early Childhood. 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.

C&I 623. Contemporary Issues in English Education. 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 625. Leadership Field Experiences and Clinical Practice. 3 Hours.
Students engage in a sequence of field experiences and clinical practice. Activities emphasize school-based leadership focused experiences. Participants interview educational stakeholders and develop a data focused understanding of school improvement foci and efforts. Participants also develop, implement, and report on an inquiry project focused on the planning, enactment, and analytical reflection of an implemented professional development experience.

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 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 632. Research in Math Curriculum and Technology. 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. Mathematics in the Junior High School and Middle School. 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. Mathematics in the 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 635. Selecting, Designing, and Using Mathematical Tasks in K-6. 2 Hours.
PR: Consent. This is the first of four mathematics pedagogy courses in the elementary mathematics specialist endorsement program. Topics include identifying the cognitive demand of tasks, identifying influences of cognitive demand on student learning, instructional moves that maintain cognitive demand of tasks, and strategies for adapting tasks to increase cognitive demand. Tasks examined will cover a range of K-6 mathematics.

C&I 636. Learning Trajectories in Elementary Mathematics. 2 Hours.
PR: C&I 635. This is the second of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. This course examines research-based descriptions of learning trajectories for how children's thinking and understanding develop for specific mathematical content. Learning trajectories studied include those for quantity, counting, computation, and shape. Students will examine effective use of learning trajectories in instruction.

C&I 637. Classroom Practices for Effective Learning Environments in Elementary Mathematics. 2 Hours.
PR: C&I 636. This is the third of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. Students will examine strategies for developing a classroom environment that supports all students in learning mathematics. Emphasis will be placed on understanding teaching practices and pedagogical strategies identified in mathematics education research literature as being effective in supporting student learning.

C&I 638. Planning, Implementing, and Assessing Mathematics Instruction. 2 Hours.
PR: C&I 637. This is the fourth of four mathematics pedagogy courses designed for students pursuing the elementary mathematics specialist endorsement. This course provides opportunities for students to plan, implement, assess, and reflect upon their own mathematics instruction, drawing upon knowledge, skills, and practices developed in the prerequisite courses of the elementary mathematics specialist endorsement sequence.
C&I 639. Science Research and Technology 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 the 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 643. Brain-Based Teaching and Learning. 3 Hours.
This course provides an integrative, interactive, and collaborative introduction to the emerging interdisciplinary field of brain-based teaching and learning. Through synchronous and asynchronous classroom discussions and applied exercises, students will draw on knowledge from neuroscience, cognitive psychology, biology, and education to explore the theoretical foundations, methods, and applications of teaching and learning from a brain-based perspective.

C&I 644. Science in the 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. Science and Mathematics Applications for Nutrition and Energy Content. 3 Hours.
This course is designed for teachers (4-12) of science or math. The course integrates nutrition and physical activity content applicable to students' lives.

C&I 648. Science/Technology: Society 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 in the Elementary School. 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 in the Secondary School. 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. Principles of 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. Games, Learning, & Design. 3 Hours.
Play, gaming, and design are explored as they relate to constructionist views of learning, common in makerspaces, formal and informal learning environments, and project-based learning environments. Students will engage in an iterative design process as part of a team, while considering the pedagogical implications of integrating play and design into K-12 learning environments.

C&I 661. Computational Literacy and Coding for Learning. 3 Hours.
Students will engage in research- and project-based learning activities as well as online discussions to learn about computer science in ways that supports meaningful learning in both formal (K-12 classrooms, professional development) and informal (DIY communities, afterschool, camp, Makerspaces) learning environments.

This course is designed as a collaborative exploration of the changing nature of teaching and learning in the digital and connected world. Students will consider how to transform existing classrooms and curriculum to support Connected Learning.

C&I 663. Media Literacy and Digital Citizenship. 3 Hours.
Design K-12 curriculum materials to support media literacy and digital citizenship.
C&I 670. Practitioner Inquiry. 3 Hours.
PR: Departmental approval. Engaging in inquiry enables students to explore the underlying assumptions, biases, values, and ideologies inherent in their curricula and pedagogies and the policies and practices of their contexts. In this course, students design and conduct studies and cultivate the tools and habits of mind necessary for transforming the ways we do school and improving the life chances of all students.

C&I 671. Assessing the Impact of Computer-Based Learning. 3 Hours.
Survey of the current findings in computer-based learning; couples statistical features and design scenarios.

C&I 672. Professional Learning Communities: Creating Spaces for Collaboration, Coaching, and Praxis. 3 Hours.
PR: C&I 670. This course introduces students to strategies for developing and engaging in professional learning communities and learning to teach through studying teaching. Students explore the philosophical/research-based foundations and practices of student-centered coaching; engage in analyzing children’s thinking and work/performances, explore connections between their current practice and student thinking/performance; and plan for and engage in a coaching cycle that addresses student needs.

C&I 673. Teacher Leadership: Transforming Identities, Contexts, and Practices. 3 Hours.
PR: C&I 670 and C&I 672. This course focuses on understanding the current scholarship of the leadership roles teacher leaders pursue (e.g., teacher as exemplary practitioner, curriculum decision-maker, researcher, change agent, facilitator of job-embedded professional development) as they facilitate teacher learning and school renewal. Students also identify and create possible action plans for the reform and transformation of the sacred stories of their place(s).

C&I 677. Children’s Television: Problems and Potentials. 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. Technology Integration Through Capstone Experience. 3 Hours.
Capstone for elementary and secondary education programs.

C&I 681. Independent Research in Curriculum and Instruction. 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 for Middle Childhood. 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 and Management. 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 in the 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 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

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

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

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

C&I 695. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

C&I 696. Graduate Seminar. 1-3 Hours.
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. 1-9 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 and Research of Teaching. 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. Contemporary Determinants of 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 738. Survey of Major Issues in Mathematics Education. 3 Hours.
PR: Consent. Individual and group research on selected topics in mathematics education.

C&I 757. Social Studies Curriculum Development, 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. Professional Development for 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 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

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

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

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

C&I 796. Graduate Seminar. 1-3 Hours.
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. 1-9 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 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 or 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. Profession 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.