

Department of Curriculum and Teaching

Curriculum and Teaching

The Department of Curriculum and Teaching (<http://ct.soe.ku.edu/>) offers undergraduate programs that lead to teacher licensure in unified early childhood and at the elementary, middle, and secondary levels and a broad range of graduate professional programs in curriculum and instruction that promote the professional and intellectual development of practitioners and scholars in this field at all levels of education.

The faculty is known for its field leadership and commitment to high-quality education for youth and adults in a variety of educational settings, innovative field-based research, and preparation of highly effective program graduates.

Curriculum and Teaching

Undergraduate Programs

Students can prepare for teaching careers in the Department of Curriculum and Teaching. Undergraduate programs are offered in:

- Elementary Education – grades pre-Kindergarten – 6th
- Elementary Education Unified - grades pre-Kindergarten - 6th, for both general and special education classrooms
- English Education Secondary – grades 6th – 12th
- Foreign Language Education – grades pre-Kindergarten – 12th
- History & Government Education Secondary – grades 6th – 12th
- Physical Education Plus – grades pre-Kindergarten – 12th
- Unified Early Childhood Education – Birth – 3rd grade, for both general and special education classrooms

All programs offer multiple field experiences in relevant classroom settings in addition to teacher education courses and rigorous preparation in content areas.

Curriculum and Teaching Graduate Programs

Programs in curriculum and instruction prepare students to complete advanced degrees by addressing critical issues in learning, teaching, and curriculum, from local to global levels.

The department offers a broad range of graduate professional programs in curriculum and instruction, both online and at the KU Lawrence and Edwards campuses. Students should contact the appropriate program advisor for specific program requirements. Information about the department faculty is in the Faculty/Staff section of the department's website.

For complete program information, visit the Department of Curriculum and Teaching (<https://ct.ku.edu/>) or send an inquiry to ctdepartment@ku.edu.

Degree requirements are subject to change. Prospective and current students should obtain the current degree requirements from the department.

The **Master of Arts (M.A.)** with an emphasis in Teaching English to Speakers of Other Languages (TESOL) and **Master of Science in Education (M.S.E.)** are available for students who hold the bachelor's degree and seek to advance their knowledge and skills in their professional areas or areas of interest. The department also offers a **Certificate** program in TESOL. The **Doctor of Philosophy (Ph.D.)** and **Doctor of Education (Ed.D.)** with a major in curriculum and instruction are for students who plan to pursue employment at the college level or assume major leadership positions in schools.

Graduate classes for the Ph.D. and M.A. programs are taught on the main campus in Lawrence. Courses for the Ed.D. program are taught in hybrid format on the KU Edwards Campus (<https://edwardscampus.ku.edu/>) in Overland Park in suburban Kansas City, about 40 miles from Lawrence. Courses for the M.S.E. programs and the certificate program are offered fully online.

Courses

CT 100. Introduction to the Education Profession. 3 Credits. GE11 SWT

This course is designed to acquaint students with the profession of education by helping to increase an awareness of the role and characteristics of an effective teacher and leader. Large and small group activities and assignments are dispersed throughout the semester to facilitate an understanding of foundational topics in education (such as lesson planning, standards, assessment, and differentiation). C&T 100 is a pre-professional course. Successful completion of the course does not guarantee eventual admission to the Teacher Education Program in the School of Education and Human Sciences.

CT 175. Introduction to Career Development. 1-5 Credits.

This is the first course in a series of 2 courses focused on student career development. The purpose of this course is to provide structured career exploration and other experiences for students to: identify career interests, strengths, and skills through career assessments, job shadows, informational interviews, and short-term work experiences; develop an individualized career plan; begin developing a career portfolio by developing a resume, references list and cover letters. Students participate in structured, recurring work-based learning opportunities, and coursework as well as individual meetings with the instructor. Instruction and practice job-seeking and job maintenance skills are provided both in the classroom and in work-based learning experiences.

CT 220. Career Development. 1-5 Credits.

This is the second course in a series of 2 courses providing structured career development and is by appointment with the instructor. It provides structured experiences for students to: refine their career plan based on individual interests, strengths, and skills; learn and practice job-seeking and maintenance skills; participate in work-based learning; apply skills and experiences learned to enhance career plan and develop a career portfolio. Students participate in structured, recurring work-based learning opportunities and complete individualized projects related to career plans to contribute to students' career portfolios. Students consult with the instructor on their individualized projects and career portfolios. Prerequisite: Successful completion of C&T 175.

CT 222. TPE Peer Navigator Service Learning. 1 Credits.

This course is designed to give students the opportunity to apply skills and practices learned during class time to their Peer Navigator volunteer experiences with students in KU Transition to Postsecondary Education

(TPE). This, in turn, provides students in TPE extra support to fully participate in KU student life. Volunteer hours outside of class are required and are eligible for service hours for a KU Service Learning Certificate. Short readings, reflection, videos, discussion and creative problem-solving enable students to contribute to a welcoming and inclusive experience for all KU students.

CT 235. Cultural Diversity, Equity, and Inclusion in K-12 Schools. 3 Credits. AE41

This course explores cultural diversity in K-12 settings through a critical analysis of several key themes: power, privilege, and difference. Students will examine the social construction of race, ethnicity, gender, social class, sexuality, language, and abilities within the classroom. This course examines topics including: gender bias, racism, white privilege, income inequality, as well as the educational and social experiences of students from historically marginalized backgrounds. Fieldwork experience is a required component of this course.

CT 290. Introduction to Secondary Science and Mathematics Teaching. 1 Credits.

This course allows KU students to explore teaching in science or mathematics as a career as well as gain and practice collaborative and communication skills. Students teach combined science/math lessons in local elementary classrooms in order to obtain firsthand experience with planning and implementing inquiry-based curriculum. This course is part of a STEM Teach sequence. C&T 290 is part of a sequence of courses that allow STEM Teach students to earn a KU service learning certificate.

CT 291. Introduction to Science and Mathematics Teaching 2 (STEM Teach 2). 1 Credits.

This course is for students who want to continue to explore math or science teaching. This goal will be accomplished by observing a mentor teacher and by teaching several lessons to a middle school math or science class. Students will build upon and practice lesson design skills that were developed in STEM Teach 1 and become familiar with excellent science and mathematics resources for middle school. As a result of the STEM Teach 2 experiences, students generally will be able to make a decision as to whether they want to pursue a pathway to teacher licensure through the STEM Teach program. C&T 291 is part of a sequence of courses that allow STEM Teach students to earn a KU service learning certificate. Prerequisite: Successful completion of STEM Teach 1 (C&T 290).

CT 301. Educational Technology in Elementary-Middle Education. 3 Credits. SWT

The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to elementary and middle school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program.

CT 302. Educational Technology in Middle/Secondary Education. 3 Credits.

The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to middle school and high school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and

validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program.

CT 322. Curriculum and the Learner in the Elementary School. 3 Credits.

Building on the experiences in C&T 100, this course will focus on the learner in the elementary setting. Learning occurs as a result of interaction among learners, teacher and subject matter in the classroom within a school in a community. The impact of the interactions of these students of learning of young children is studied in this course. Emphasis is given to the factors that influence curriculum decision-making, and methods that are considered in elementary grades curriculum and how it is delivered. Prerequisite: Admission to the Teacher Education Program.

CT 324. Curriculum Learner in the Middle School and High School. 3 Credits.

Building on experiences in C&T 100, this course will focus on the learner within the high school setting. Learning occurs in a classroom within a school in a community, and the nature and structure of these settings as well as their impact on learning is studied in this course. Emphasis is given to the curriculum, the factors that influence the curriculum, and the ways that goals for high school students are reflected in the high school curriculum. Prerequisite: Admission to the Teacher Education Program.

CT 330. Instructional Approaches for ESOL Learners in the Elementary/Early Childhood Classroom. 3 Credits.

Teaching English as a Second or Additional Language/Bilingual Education is designed to provide preservice elementary teachers with an understanding of the history and methodology of teaching English to speakers of other languages, both as a foreign language and as an additional language within American English settings. Future ESL/EFL/EB teachers will be prepared to develop the investigative, decision-making, and reflective teaching skills needed to work with English language learners of elementary age, and to impart language instruction in the appropriate context. Emphasis is placed on developing a clear understanding of who English language learners are; what programs and services are-or should be-available to the ESOLs/EBs; the critical pedagogical aspects of teaching ESL/EFL/EB; and the preparation of teaching materials for classroom use. Prerequisite: Admission to the teacher education program.

CT 331. Instructional Approaches for ESOL Learners in the Middle/Secondary Classroom. 3 Credits.

This course is designed to provide preservice middle/secondary discipline specific teachers with an understanding of the history and methodology of teaching English to speakers of other languages, both as a foreign language and as an additional language within American English settings. Future ESL/EFL/EB teachers will be prepared to develop the investigative, decision-making, and reflective teachings skills needed to work with English language learners of all ages, and to impart language instruction in the appropriate context. Emphasis is placed on developing a clear understanding of who English language learners are; what programs and services are-or should be- available to the ESOLs/EBs; the critical pedagogical aspects of teaching ESL/EFL/EB; and the preparation of teaching materials for classroom use. Prerequisite: Admission to the teacher education program.

CT 335. Curriculum and Instruction in Middle and Secondary History and Government Classrooms. 3 Credits.

The purpose of this course is to help prepare students to teach social studies in the middle and secondary grades. Prerequisite: Admission to the teacher education program.

CT 344. Children's Literature in the Elementary School. 3 Credits. SWT

A study of literature (poetry, folk literature, fiction, and nonfiction) appropriate for elementary school children with a focus on contemporary children's books. Emphasis will be on selection of literature based on child development, literary quality, curriculum, and pluralism and the engagement of children in literature experiences from the interactive, reader response, and critical perspectives. Prerequisite: Admission to the Teacher Education Program.

CT 347. Social Studies in the Elementary Classroom. 3 Credits.

A study of curricula, instructional strategies, and classroom organization for social studies education K-6. Emphasis is placed on the effective implementation of social studies programs in classroom settings. Prerequisite: Admission to the School of Education in elementary, middle, or secondary, or the Unified Early Childhood programs.

CT 349. Science in the Elementary Classroom. 3 Credits.

In this course, you will develop an understanding of how children learn science and why science education is important. You will examine effective approaches to teaching, instructional materials, and student assessment and will learn how to plan and implement a science unit. The course will emphasize a guided-inquiry approach to science instruction appropriate for the abilities and interests of children in grades K-6. Prerequisite: Admission to the School of Education.

CT 351. Mathematics for the Elementary Classroom. 3 Credits.

This course is a study of the curriculum, instructional strategies, and classroom organization for mathematics in grades K-6. Emphasis is placed on the effective implementation of mathematics programs in classroom settings. Prerequisite: Admission to the School of Education.

CT 352. Science of Reading I. 3 Credits.

This course teaches the science of reading (SOR), which includes theories and a broad body of literacy research. This course is designed to help preservice teachers develop the attitudes, knowledge, and skills necessary to implement evidence-based practices to effectively teach literacy skills: reading, writing, listening, speaking, spelling, and handwriting. Major topics include oral language development, phonological awareness, phonics (letter-sound mapping), spelling, oral reading fluency, vocabulary, comprehension, writing (including syntax), and early literacy assessments. Preservice teachers learn and demonstrate instructional approaches to promote literacy learning in prekindergarten and primary-grades children who may have varied needs due to language, culture, learning challenges, and/or differing stages of development. This course will be taken concurrently with C&T 353. Prerequisite: Admission to the Teacher Education Program.

CT 353. Science of Reading I Practicum in the Primary Grades. 1 Credits.

In this supervised practicum, preservice teachers apply the knowledge and skills gained in C&T 352 by observing and supporting classroom instruction in the primary grades (PreK – 3). Preservice teachers administer and analyze early literacy assessments, plan and implement lessons, and write a summative tutoring report. To be taken concurrently with C&T 352. Prerequisite: Admission to the Teacher Education Program.

CT 354. Science of Reading II. 3 Credits.

This course extends the science of reading (SOR), which includes theories and a broad body of literacy research. This course helps preservice teachers develop the attitudes, knowledge, and skills necessary to implement evidence-based practices to effectively teach literacy skills and strategies across content areas: reading, writing, listening, speaking, and spelling. Major topics include, but are not limited to, advanced phonics, spelling, morphology vocabulary, reading fluency, comprehension, syntax, semantics, writing, and literacy assessments. Preservice teachers learn and demonstrate approaches to promote

literacy learning in intermediate-grade children who may have varied needs due to languages, cultures, learning challenges, and/or differing stages of development. This course will be taken concurrently with C&T 355. Prerequisite: Admission to the Teacher Education Program.

CT 355. Science of Reading II Practicum in the Intermediate Grades. 1 Credits.

In this supervised practicum, preservice teachers apply the knowledge and skills gained in C&T 354 by observing and supporting classroom instruction in the intermediate grades (Grades 3 - 6). Preservice teachers also administer and analyze literacy assessments, plan and implement lessons, and write a summative tutoring report. This course will be taken concurrently with C&T 354. Prerequisite: Admission to the Teacher Education Program.

CT 356. Understanding Dyslexia in Early Childhood. 1 Credits.

In this 1-credit online course, UEC preservice teachers will learn about issues related to dyslexia. For example, preservice teachers will learn (a) how dyslexia is defined and the characteristics of students identified with dyslexia; (b) about screenings and diagnostic assessments that help teachers make informed instructional decisions; (c) how to teach reading to students at-risk for or identified with dyslexia; and (d) how to help students address some co-morbidities that are often associated with dyslexia. This course aligns with C&T 352: Literacy in the Primary Grades and C&T 353: Literacy Practicum in the Primary Grade. Along with C&T 352/353, this course addresses the Kansas Department of Education (KSDE) expectations about dyslexia for teacher preparation programs. Concurrent enrollment in C&T 352 and C&T 353 is required. Prerequisite: Admission to the Teacher Education Program.

CT 359. Literacy in the Content Areas. 1 Credits.

An introduction to reading in relation to specific areas of art, music and health and physical education. Focus on specialized vocabulary and literature related to each area. Introduction of specific strategies to teach vocabulary and comprehension and to integrated units of study. Prerequisite: Admission to certification program in music education, art education, health education, or physical education.

CT 360. Knowing and Learning in Mathematics and Science. 3 Credits. GE3S

This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How is knowing and learning structured and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas. Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction.

CT 366. Classroom Interactions in Mathematics and Science. 3 Credits. GE22

To make prospective teachers aware of multiple models of teaching (including direct instruction, inquiry teaching and use of small groups); the advantages, disadvantages and uses of each; and what each model requires of teachers. To allow prospective teachers to explore ways of probing student understanding through authentic assessment, evaluating student understanding through student artifacts, and enhancing student understanding through lesson plans built around models of how people learn. To make prospective teachers aware of equity and diversity issues in classroom teaching and ways of ensuring that all students have an opportunity to learn. To make students aware of the proficiencies for licensure recognized by UKanTeach and Kansas State Board of Education and facilitate students' demonstration and documentation of

these through their development of a professional portfolio. To develop students' capacity to identify and evaluate best teaching practices as presented in research literature. Prerequisite: C&T 360.

CT 380. English as a Global Language. 3 Credits.

In this course, we will explore the political, cultural, historical, and economic factors that drive English's status as a global language and the demand to learn it. We will attend to such questions as, Why a global language, and why English? Is the spread of English necessarily natural, neutral, and beneficial? Then, we will consider implications of answers to the above questions on teaching English internationally, since TESOL positions overseas provide ideal opportunities for college-age Americans to live and work abroad. The projects assigned are intended to teach students to think critically about issues related to prominence of English teaching/learning around the world.

CT 401. Professional Learning Seminar I. 1 Credits.

This is the first in a series of three consecutive professional learning seminars. The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Prerequisite: Admission to the Teacher Education Program.

CT 402. Professional Learning Seminar II. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program.

CT 403. Professional Learning Seminar III. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program and successful completion of C&T 402.

CT 420. Teaching Kansas Government and Contemporary Public Policy Issues: _____. 3 Credits.

A study of the constitution, organization, functions, and processes of Kansas government, of contemporary public policy issues with local, state and national implications, and of strategies for teaching these in middle and secondary classrooms. Prerequisite: Admission to the School of Education and POLS 110.

CT 423. Assessing English Language Learners. 3 Credits.

This course provides an introduction and overview of basic principles in assessing English language learners (ELLs) in the context of U.S. preK-12 classrooms and schools. With a focus on addressing equity issues, the course: 1) provides the context and rationale for variety of approaches to assessment; 2) discusses assessment related academic language in the content classroom; 3) discusses the multiple purposes of assessments; and 4) reviews how assessment results can inform educators, students, families, and community members. Prerequisite: C&T 330 or C&T 331.

CT 424. Second Language Acquisition for preK-12 TESOL Educators. 3 Credits.

This course provides an introduction to the process of second language acquisition as it relates to English language learners (ELLs) in a U.S. preK-12 context. Particular attention is given to the influence of cognitive, affective, and sociocultural factors in second language acquisition. Current developments in second language acquisition are reviewed and evaluated in keeping with the needs of professionals in the context of second language education. Prerequisite: C&T 330 or C&T 331.

CT 430. Teaching Literature for Young Adults. 3 Credits.

Teaching literature (novel, short story, poetry, drama, nonfiction) suitable for students in the middle school, the junior high school, and the senior high school. Ethnic literature, censorship, bibliographies, and other relevant sources of information about books for young adults will be studied.

CT 448. Reading and Writing Across the Curriculum. 3 Credits.

Content area teachers do far more than impart information to students. They play an important role in guiding middle/secondary students as they use reading and writing as tools for learning. This course includes an overview of the state and national reading and writing scores of adolescents. Students will then be introduced to the basic processes or ways in which individuals may learn to read and write. The course continues with a focus on the instructional strategies and materials that promote the development of reading and writing in the context of teaching new information. Additionally, the course emphasizes the informal methods educators can use, on an on-going basis, to diagnose their students ability to comprehend content material. Finally, appropriate fix-up strategies will be modeled. Prerequisite: Admission to the Teacher Education Program.

CT 449. Understanding Dyslexia and Supporting Students in Middle and Secondary Schools. 1 Credits.

In this 1-credit online course, middle and secondary preservice teachers to begin acquiring an understanding of dyslexia and the characteristics that students with dyslexia might display in the classroom and on academic/social tasks. Preservice teachers will learn how dyslexia is identified, how to teach students identified with dyslexia, and how to help students address some co-morbidities that are often associated with dyslexia such as organization, memory and concentration. Prerequisite: Admission to the Teacher Education Program.

CT 460. Project Based Instruction in Mathematics and Science. 3 Credits.

This course will have three essential components. The first will be a theory driven perspective accounting for what we know of how people learn and how project-based instruction improves student learning in math and science. The second component will provide the students

with support as they develop their own project-based unit. The third component will be field experiences consisting of two parts: 1) observation of well-implemented project-based instruction in local schools and 2) teaching project-based activities in an informal education setting. Prerequisite: C&T 366.

CT 489. Advanced Teaching Practicum. 1 Credits.

This supervised practicum is intended to allow the pre-service teacher to apply knowledge gained in SPED 507; C&T 448, ELPS 537; and C&T 540, C&T 541, C&T 542, C&T 543 and C&T 544: Advanced (Content Area) Methods by teaching children in the middle/secondary grades. To be taken concurrently with SPED 507; C&T 448, ELPS 537; and C&T 540, C&T 541, C&T 542, C&T 543 and C&T 544: Advanced (Content Area) Methods. Prerequisite: Admission to the Teacher Education Program.

CT 490. Student Teaching. 6-7 Credits.

A supervised teaching experience in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Successful completion of fall practicum experiences and demonstration of appropriate professional dispositions.

CT 491. TESOL Practicum for Kansas State Endorsement. 3 Credits.

The TESOL Practicum allows individuals to gain supervised experience in Teaching English to Speakers of Other Languages (TESOL) for a professional KSDE ESOL endorsement and advancement. Prerequisite: Completion of all TESOL endorsement courses.

CT 494. Internship. 6-7 Credits.

A supervised internship experience leading to initial certification. The student assumes the total professional role as a teacher in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Successful completion of all practicum experiences and demonstration of appropriate professional dispositions.

CT 495. Seminar: Developing the Teaching Portfolio. 3 Credits. AE61 CAP

This course serves to instruct students in the research, teaching, and writing components of developing a teaching portfolio. The seminar will provide a forum for discussion and deeper exploration into topics and issues related to working in the school setting, teaching, and developing a professional teaching philosophy. Graded on a satisfactory/fail basis. Prerequisite: Completion of or concurrent enrollment in C&T 490 or C&T 494.

CT 497. Independent Study in: _____. 1-2 Credits.

Only one enrollment permitted each semester. A maximum of four hours will apply toward the bachelor's degree. Prerequisite: Recommendation of advisor and consent of instructor.

CT 500. Student Teaching in: _____. 1-6 Credits. AE61 CAP

A supervised teaching experience in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Admission to the Student Teaching program.

CT 501. Student Teaching Practicum in: _____. 1-6 Credits.

A supervised classroom teaching experience under the direction of an experienced teacher and in close relationship with a university supervisor. Prerequisite: Admission to the Graduate Certification Program and approval of advisor.

CT 503. International Perspectives in Primary and Secondary Education. 3 Credits.

This course is will expose students to a variety of debates and developments related to primary and secondary education in our globalized era. Students will survey educational systems from the US and selected world regions, comparing and contrasting them in terms

of access, funding, curriculum, and pedagogy. They will investigate educational systems from the perspective of international development while addressing issues of local vs. national or international control, tradition vs. global advancement, and other challenges and trade-offs. Prerequisite: Junior standing or higher, or permission of instructor: The course is suitable for advanced undergraduate and master's degree seeking students.

CT 530. Curriculum and Instruction in Foreign Language Classrooms. 3 Credits.

A study of philosophy, objectives, curriculum, instructional strategies, and evaluation in teaching foreign language at the K-12 levels. Prerequisite: Admission to the Teacher Education Program.

CT 533. Curriculum and Instruction in Middle & Secondary English/Language Arts Classrooms. 3 Credits.

This is an English/Language Arts methods course that focuses on curriculum development and instructional strategies appropriate for teaching English/Language Arts in grades 5-12. Prerequisite: Admission to the Teacher Education Program.

CT 540. Advanced Practices in Teaching English in the Middle and Secondary Schools. 3 Credits.

The course is designed to provide continued study of curriculum development and instructional strategies appropriate for teaching English/Language Arts in grades 5-12 and as a final readiness for the undergraduate student teaching experience. Prerequisite: Admission to the Teacher Education Program.

CT 541. Advanced Practices in Teaching Social Studies in Middle/Secondary Schools. 3 Credits.

Advanced study of curriculum development and instructional strategies appropriate for teaching social studies in grades 6-12 and application of learning in a middle/secondary classroom. Prerequisite: C&T 335; SPED 326 and, C&T 324

CT 544. Advanced Practices:Situating Foreign Language Content, Dispositions, Skills&Tools Language Classroom. 3 Credits.

This is an advanced Foreign Language methods course that focuses on the critical importance of the socio-linguistic environment of foreign language classrooms. Prerequisite: Admission to the Teacher Education Program.

CT 550. STEM Applications in Physical Science for Elementary Teachers. 3 Credits.

This course will use an inquiry-based, problem-based, phenomena approach to engage students in real-world experiences related to the key physical science PK-6 STEM concepts in the Next Generation Science Concepts (NGSS).

CT 598. Special Course: _____. 1-5 Credits. AE61 CAP

A special course of study to meet current needs of education students, primarily for undergraduates.

CT 649. An International Teaching Experience. 3 Credits.

This study abroad focuses on professional growth in teaching and understanding education based on an international experience. Students learn about curriculum and teaching from an international perspective, and engage in professional discussions with Italian teachers and administrators. Students engage in culturally responsive teaching in preschool-secondary settings, they participate in family and community activities/events, and they visit renowned museums and cities. Prerequisite: Application through the Office of Study Abroad and interview with the director.

CT 709. Foundations of Curriculum and Instruction. 3 Credits.

Basic concepts and processes of curriculum and instruction, including theories, planning models, resources for decision-making, current trends, research, and proposals for improvement of curriculum and instruction.

CT 740. Foundations of Reading: Process, Theory, and Instruction. 3 Credits.

It is the purpose of this course to introduce students to the foundations of the reading process, developmental levels, theory, models, and procedures at the emergent, elementary, and secondary levels. Elements of cultural, linguistic, and ethnic diversity that affect the reading process are included. Students work with research related to the reading process, remediation, and assessment.

CT 741. Comprehension and Study Strategies for Use with Multiple Texts. 3 Credits.

It is the purpose of this course to examine research, theory, and practice in reading comprehension. Emphasis is placed on the application of strategies for various text types (expository, narrative, persuasive, and technical) for teaching reading comprehension and study skills across content areas in the K-12 classrooms. Prerequisite: C&T 740 or permission of the instructor.

CT 743. Writing and Spelling Development and Instruction. 3 Credits.

A study of the research base on writing, spelling, speaking, and listening for teaching the language arts; an overview of development in writing and spelling, the writing and spelling processes and instruction, and strategies for integrating the language arts. Prerequisite: Admission to a masters program within the School of Education, C&T 740 or permission of the instructor.

CT 745. Reading and the English Language Learner. 3 Credits.

The course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) becoming literate. The course examines how reading, writing, speaking, and viewing in a new language are similar and/or dissimilar from these modalities in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination.

CT 749. An International Teaching Experience. 3 Credits.

This study abroad focuses on professional growth in teaching and understanding education based on an international experience. Students learn about curriculum and teaching from an international perspective, and engage in professional discussions with Italian teachers and administrators. Students engage in culturally responsive teaching in preschool-secondary settings, they participate in family and community activities/events, and they visit renowned museums and cities. Prerequisite: Application through the Office of Study Abroad and interview with the director.

CT 770. Pedagogical Considerations in the 21st Century Classrooms. 3 Credits.

Exploration of pedagogy in the 21st century classroom and examination of current learning environments and strategies available to enhance student learning and engagement. Prerequisite: Admission to graduate program in the School of Education. Admission to a non-degree program in the School of Education.

CT 798. Special Course: _____. 1-5 Credits.

A special course of study to meet current needs of education professionals--primarily for graduate students.

CT 800. Foundations of Curriculum Development. 3 Credits.

This course is designed for students to gain a functional understanding of the historical, philosophical, political, psychological, and cultural factors which affect the designing and implementation of curriculum at several levels: the individual classroom, the team, the school, the larger

administrative unit, the state, and the nation. Prerequisite: C&T 709 or permission of instructor.

CT 801. Planning for School Improvement. 3 Credits.

This course will emphasize the latest research and practice related to school reform and student success, particularly professional development and data analysis as they relate to standards, curricula, assessment, and instruction embedded in a school improvement plan. Discussions will provide a pathway for teachers to contribute to the development and implementation of an identified district's school improvement plan. You will function as a teacher member of a school improvement team to assimilate and synthesize research and practice into the development, revision, and/or assessment of a school improvement plan for a specific school site. Prerequisite: Enrollment is restricted to students admitted to the online Curriculum and Instruction Master's program.

CT 802. Curriculum Planning for Educational Settings. 3 Credits.

A focus on organizing and managing curriculum development in educational settings. Such curricular decisions as writing philosophies, setting goals and objectives, selecting and organizing content, and designing and monitoring evaluation procedures will be emphasized. Providing leadership for the collaborative process of curriculum planning in organizational settings will receive attention.

CT 803. Differentiating Curriculum and Instruction. 3 Credits.

This course is designed for educators interested in expanding curriculum and instruction to accommodate diverse learners in the classroom, K-12. Topics include: models, methods, and resources for differentiating curriculum and instruction, designing and modifying differentiated curriculum, evaluating student learning, and introducing students, parents and colleagues to differentiation. An evidence-based, practical course for teachers, administrators, and support personnel. Prerequisite: Admission to Graduate School.

CT 806. Instructional Strategies and Models. 3 Credits.

Analysis of models of teaching which represent distinct orientations toward students and how they learn. The application of these models is complemented by the study of research evidence on effective teaching strategies. Prerequisite: C&T 709.

CT 807. Multicultural Education. 3 Credits.

In order to provide the student with an understanding of multicultural education, the course will examine the effects of such issues as ethnicity in America, the melting pot theory, separatism, cultural pluralism, legal issues, and bilingual education upon the curriculum and instruction in today's classrooms. It will include an evaluation of materials for bias and stereotypes.

CT 808. Qualitative Research: Curriculum Inquiry. 3 Credits.

Curriculum Inquiry provides an opportunity to reflect, explore, understand, and broaden perspectives of curriculum through examining the theories, methodologies, strategies, and design of qualitative research. This course is designed to develop a common understanding of the major elements of qualitative research, while offering each student an opportunity to examine research topics and methods of personal interest, with particular attention to curricular issues. The course also includes practical experience with various modes of data collection and analysis.

CT 816. Culturally Responsive Pedagogy. 3 Credits.

U.S. schools are increasingly multilingual spaces, where new waves of migration and refugee resettlement are reshaping the linguistic landscape of previously English-dominant spaces. It is from this perspective that this course explores the history and evolution of culturally responsive pedagogy--beginning with its origin in U.S. multicultural education, to its expansion into the education of culturally and linguistically diverse learners, to its adoption in English language education more broadly,

and TESOL teacher education more specifically (in the U.S. and abroad). The course will highlight the curricular and instructional approaches that undergird CRP and the future global direction of this pedagogical approach.

CT 817. Contact, Change & American English. 3 Credits.

This course introduces the sociolinguistic topics of language change and variation through a study of the historical evolution of what has come to be known as modern American (U.S.) English. The course will explore the historical instances of contact between English and other languages that have resulted in significant and minor changes, as well as regional variations to spoken and written American English. It will also discuss the pedagogical and research implications of these changes for teaching English in the U.S. and abroad.

CT 818. Language, Discourse and Ideology. 3 Credits.

Language, Discourse and Ideology adopts an interdisciplinary approach to exploring the language ideologies that shape English language development in EFL, ESL, and Bilingual / Dual Immersion contexts. The study of language ideology is a subfield of Sociolinguistics and is linked to issues of language, ideologies about language, and language as a vehicle for ideology. Though language is a focus of this course, the course is "not about language alone. Rather, ...[it addresses] ties of language to identity, to aesthetics, to morality, and to epistemology" (Woolard 1998: 3) and the ways in which these uses of language reflect and reproduce language ideologies. The course is open to graduate students across the School of Education with an interest in language, English as a Second/Foreign language, and policy planning and curriculum studies. It is also open to students in anthropology, linguistics, sociology and related fields with an interest in language use in educational contexts.

CT 820. Methods of Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

The purpose of this course is to study the objectives and methods of ESL/Bilingual education. Students will examine methods and techniques of teaching: listening, speaking, reading, and writing in the ESL/Bilingual Education settings. The course will also emphasize the importance of culture in second language teaching, and self-evaluation of teaching and instructional materials.

CT 821. Assessment in Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

This course provides an overview of diagnostic techniques and instruments used to identify and remediate specific learning difficulties associated with normal second language development in the area of listening, speaking, reading, and writing. The course includes a review of research concerning assessment as it relates to error analysis in the second language context. Prerequisite: Corequisite: C&T 820.

CT 822. Second Language Acquisition for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course provides an intensive review of the theory and research base of second language acquisition. Particular attention is given to the influence of research trends in linguistics and psychology on second language education theory and practice. Current trends in second language education are examined in light of the historical theory base. Prerequisite: C&T 820.

CT 823. Intercultural Competence for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course includes the study of the interrelationship of language and culture and the use of multicultural training techniques to develop cultural awareness and positive attitudes in the second language classroom. Emphasis is on the integration of culture in the second language curriculum. Prerequisite: C&T 820 or C&T 803.

CT 824. Problems in Second Language Instruction. 3 Credits.

This course presents a study of curricula and instruction in the second language setting at all levels with emphasis on educational research concerning these issues. Particular attention is given to developing competency in locating and utilizing sources of information and to preparing the research document. The course facilitates practical problem solving in the second language learning context. Prerequisite: C&T 820.

CT 825. Advanced Practicum in Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

This course provides a supervised teaching experience in a setting appropriate to the goals of the prospective ESL/Bilingual teacher: elementary, secondary, or adult. Particular attention is given to lesson planning, classroom management, and the development of self-evaluation techniques. This course will also emphasize structured classroom observation prior to teaching and techniques for developing and maintaining positive working relationships with other professionals in the school setting. Prerequisite: C&T 820, C&T 821, and C&T 822 or C&T 824.

CT 826. Linguistic Analysis for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course offers pre- and in-service teachers the basic foundations of language analysis necessary for the teaching of second/foreign languages. The course covers basic linguistic topics common to all human languages (grammatical, phonological, and semantic aspects) with the intent to help teachers understand and address common language problems that students face when learning English as a second/foreign language.

CT 828. Language and Identity. 3 Credits.

This interdisciplinary seminar explores the interrelationship between language and identity, and the role of language in developing identities of second language learners.

CT 840. Emergent Literacy and Beginning Reading. 3 Credits.

A study of emergent literacy through the beginning stages of literacy development. Course content focuses on the history, theory, and research that supports instructional reading practices for children Pre-kindergarten through grade 2. Prerequisite: C&T 740, C&T 741, or permission of instructor.

CT 841. Early Intervention in Reading Practicum. 3 Credits.

A case study approach to the instruction of children in need of early intervention in reading. Requires assessment, instruction, and case reports of tutored children. Prerequisite: C&T 740 or permission of instructor. Concurrent enrollment or previous enrollment in C&T 840 is required.

CT 842. Supporting Striving Readers: Pre-Adolescent through Adult. 3 Credits.

A study of the characteristics and multiple causes of reading and writing difficulties, principles and procedures for diagnosing and remediating reading difficulties, how to provide individual and group intervention strategies, communicate diagnostic information, and gain awareness of the impact of research on instructional decision-making for students with reading difficulties. Prerequisite: Admission to a masters program within the School of Education, C&T 740 and C&T 741, or permission of instructor.

CT 843. Supporting Striving Readers Practicum. 3 Credits.

Case study approach to the treatment of pre-adolescent through adults with reading disabilities. Requires diagnostic testing of the learner, compilation of case study reports, and participating in staffing for the purpose of designing remedial reading programs. Students also participate in implementation of remedial programs with pre-adolescent

through adults through tutoring in either a clinical setting or a public school setting. Prerequisite: C&T 740 or permission of instructor. Concurrent enrollment or previous enrollment in C&T 842 is required.

CT 844. The Reading Program: Coordination and Supervision. 3 Credits.

An overview of the role of the reading coordinator/supervisor and that individual's responsibility for the components of a balanced reading program. Emphasis will be given to assessment of the reading program, strategies for change, improving the reading program, in-service programs, working with other school personnel, providing services, and public relations. Prerequisite: C&T 740, C&T 741, C&T 840, C&T 841, C&T 842, and C&T 843.

CT 857. Practicum in Mathematics Education. 1-3 Credits.

Intensive supervised experience working with improvement of mathematics curriculum and/or instruction in an educational setting. Credit in any one semester may range from one to three hours; and total credit may not exceed three hours. Prerequisite: Two graduate courses in mathematics education and prior consent of practicum supervisor.

CT 874. Constructivist Learning Technology. 3 Credits.

To be effective, educational technologies must be designed based on what we know about how people learn. This course explores (1) important constructivist learning theories, (2) how such learning theories can be used in designing and developing computer-based learning environments, and (3) how student learning can be assessed in those environments. This course is suitable for students who wish to learn how constructivist learning technologies can change the way we teach and learn new knowledge to improve student learning.

CT 890. Bridging Theory to Practice: Capstone Portfolio. 3 Credits.

This capstone course provides a space and opportunity for students to reflect on their learning in the M.S.E. online programs. Students will create a digital portfolio demonstrating their knowledge and skills related to the C&T learning outcomes. Students will demonstrate their engagement with relevant literature and explain how they can use, share, or apply their learning from the program to their current or future context. Prerequisite: Students must have achieved a minimum grade point average of 3.0 on a 4.0 basis in their Curriculum & Instruction master's program in order to be eligible to enroll.

CT 891. Teacher Research & Portfolio. 3 Credits.

This capstone course provides a space and opportunity for students to reflect on their learning in the M.S.E. program and develop an understanding of teacher research. Students will create a digital portfolio demonstrating their knowledge related to the C&T learning outcomes and the potential application to local teaching contexts. Using relevant literature, students will also learn about teacher research, develop a question, and design a plan for conducting teacher research. Prerequisite: EPSY 715, C&T 709, C&T 806, and C&T 803.

CT 896. Seminar in: _____. 1-4 Credits.

CT 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

CT 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Students must have achieved a minimum grade point average of 3.0 on a 4.0 basis in their Curriculum & Instruction master's program in order to be eligible to enroll in C&T 898.

CT 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

CT 900. Current Trends & Issues in Curriculum & Instruction. 3 Credits.

The course, taught as a capstone seminar, will provide a review of current trends and issues in theories, practices, and events within curricular and instructional efforts in American education. Topics studied may include constructivism, connectivism in the digital age, contemporary theories and theorists such as Vygotsky, online instruction and the Internet's potential and growth, the new Cult of Efficiency, stigmatization and standardized testing, and charter schools. Student composition of each class will influence the final syllabus, which may include other topics reflective of student interests and goals. The class is designed for those in the final course phase of their doctoral studies. Students in their first or second semester of their programs will not be encouraged to enroll in the class.

CT 902. Directed Readings. 3 Credits.

Directed Readings course is intended for students wishing to study an area not covered by or regularly offered in an existing course, or the subject of a course that is not regularly offered in the Curriculum & Teaching Department. This course is individually designed by C&T faculty with reading loads, writing requirements and academic expectations comparable to other doctoral level courses in the department. Prerequisite: Admission to the Ph.D. or Ed.D. program. Successful completion of C&T 920 or C&T 922 or by instructor permission.

CT 903. Curriculum Supervision. 3 Credits.

An intensive study of the theoretical and research bases for curriculum supervision and improvement. Topics include models and practices in supervision and staff development, skills and instruments used in curriculum assessment, coordination of both human and material resources, and the dynamics of change strategies.

CT 906. Qualitative and Curriculum Inquiry: Analysis and Interpretation. 3 Credits.

Supports novice researchers in extending their understanding of the theoretical frameworks underlying qualitative research, qualitative methodologies, the research process and its relationship with curriculum inquiry. During the course we will discuss various forms of qualitative research methods, approaches to research, and perspectives in methodology relate to curriculum inquiry. We will explore the intertwining of data generation, analysis, and writing. In addition, we will focus on refining data generation techniques, strategies for data analysis, data interpretation, and various forms of reporting/writing. Prior coursework: Introduction to a graduate level qualitative research course or permission from the instructor. Prerequisite: Introduction to a graduate level qualitative research course or permission from the instructor.

CT 907. Critical Pedagogies. 3 Credits.

This course examines the theories and practices of several educational orientations that comprise "critical pedagogy." Students examine the historical roots and evolution of this broad orientation toward education. Recurring themes in the class are relations between knowledge and curriculum, the school and society, and teachers and students. Students completing the course should be able to analyze educational phenomena through a critical theoretical lens. Open to all doctoral students and advanced masters students with instructor permission.

CT 920. Introduction to the Curriculum & Instruction Doctor of Education Program. 1 Credits.

This course is designed to provide first-year doctoral students an introduction of graduate study in the Doctor of Education (Ed.D.) program. The course will help students acclimate to University and Graduate School level expectations and conditions, and to begin the development of skills and abilities to translate theory and research into practice. Students will be guided through the critical skills of how planning and conducting research can translate to academic writing and scholarship

in a field of study. Prerequisite: Admission to the Ed.D. program in curriculum and instruction.

CT 922. Introduction to the Curriculum & Instruction Doctor of Philosophy Program. 1 Credits.

This seminar course introduces students to doctoral education, the faculty with whom they will work, the regulations and policies that guide their work and the structure and assessment for the Ph.D. program. This course will also assist students in becoming familiar with scholarship and planning, conducting, and sharing (writing and presenting) results of research. Prerequisite: Admission to the C&I Ph.D. program.

CT 951. Research and Evaluation in Mathematics and Science. 3 Credits.

This course introduces students to the processes of planning, conducting, and evaluating mathematics and science research and evaluation in education. This course emphasizes the methods and techniques used in both quantitative mathematics and science research and evaluation methodologies. Prerequisite: A PRE course in statistics.

CT 970. Fostering Teacher Growth and Inquiry. 3 Credits.

Students will explore theory and research related to professional learning with a focus on the professional learner, professional contexts, and professional learning activities. Students also will learn about and design a pilot study that is set in a relevant professional context. Prerequisite: Admission to the Ed.D. program in the Department of Curriculum & Teaching or consent of instructor.

CT 971. Planning and Conducting Educator Inquiry in Professional Settings. 3 Credits.

Students will explore theory and research related to student learning and its relationship to the professional learner, professional contexts, and professional learning activities. Students will learn how to conduct a needs assessment in educational settings, and design and implement professional learning based on the needs assessment data. Students will also implement the pilot study that they designed in C&T 970. Prerequisite: C&T 970.

CT 972. Connecting Professional Growth and Student Learning. 3 Credits.

Students will synthesize theory and research related to (a) curriculum and instruction, and (b) the relationship between student learning and professional learner, with respect to their career goals. Students will write a report and present findings from their pilot study and the professional learning they implemented in C&T 971. Prerequisite: C&T 970 and C&T 971.

CT 975. Writing Literature Reviews. 1 Credits.

This course is designed to give doctoral students an introduction to writing literature reviews. The course will address the process of writing a literature review as well as the types of literature reviews that appear in dissertation study proposals and dissertations. The course is a 1-credit seminar that is designed to complement other coursework taken in the doctoral program. Prerequisite: Admission to a doctoral program in the University of Kansas, or permission from the instructor.

CT 977. Teaching with Technology in Higher Education. 3 Credits.

The purpose of this course is to support the use of technology to deliver, manage, and design pedagogically sound learning experiences. The course will draw upon the fields of instructional design and educational technology and is theoretically grounded in critical digital pedagogy. Learners are asked to bring their own disciplinary lens to authentic design, technology, and teaching challenges. The course will be offered in a hybrid format with in-class sessions and with supporting online meetings and modules. The course will be organized into modules.

CT 980. Seminar in Mixed Methods Research. 3 Credits.

The purpose of this course is to provide an overview of mixed methods research to graduate students who are already familiar with quantitative and qualitative research. This introduction consists of defining mixed methods research and describing the history and foundations of this form of research. We will then examine types of mixed methods designs available and discuss the process of research as it relates to each of these designs.

CT 990. Capstone Seminar. 3 Credits.

This course will provide students in the Doctor of Education program with capstone experiences in the areas of curriculum and instruction in preparation for comprehensive examinations. Prerequisite: Admission to the Curriculum & Instruction Ed.D. program.

CT 994. Advanced Topics: _____. 1-3 Credits.

A special course of study to meet current needs of education professionals -- primarily for post-master's level students.

CT 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agencies, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

CT 996. Teaching and Learning in the College Classroom. 3 Credits.

This course identifies strategies of instruction, both face-to-face and online, for post-secondary learners. Students will analyze characteristics and needs of post-secondary learners and develop curriculum; for example, a syllabus, units, lessons, assessments, and course objectives, aligning objectives with assessments to learner outcomes for post-secondary learners. Prerequisite: Admission to a graduate program in the University of Kansas.

CT 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

CT 998. Seminar in: _____. 1-4 Credits.

CT 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.