

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 Kindergarten – 6th
- English Education Secondary – grades 6th – 12th
- Foreign Language Education – grades pre-Kindergarten – 12th
- History & Government Education Secondary – grades 6th – 12th
- Math Education Middle Level – grades 5th – 8th
- Science Education Middle Level – grades 5th – 8th
- Unified Early Childhood Education – Birth – 3rd grade, for both general and special education classrooms

All programs offer multiple field experiences in Pre-Kindergarten – 12th grade classrooms in addition to teacher education courses and rigorous preparation in content areas.

The Academic Catalog is a guideline for policies and procedures in the School of Education. However, academic program requirements change. Students are strongly encouraged to check the school's website (<http://www.soe.ku.edu>) and the department for the most current information. This catalog is in effect for undergraduates admitted to the School of Education for 2018-2019.

Curriculum and Teaching

Graduate Programs

The department offers a broad range of graduate professional programs in curriculum and instruction. 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 (<http://ct.soe.ku.edu>) or send an inquiry to ctdepartment@ku.edu.

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

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 **Master of Arts** with a major in education and **Master of Science in Education** 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 **Doctor of Education** and **Doctor of Philosophy** 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.

An initial licensure program is also available to students who already hold the bachelor's degree and want to teach foreign language, mathematics, or science. The **Graduate Licensure Program** combines graduate and undergraduate courses including a semester-long student teaching experience that helps students obtain the initial teaching license while completing the Master of Science in Education degree.

Areas of emphasis for advanced degrees in Curriculum and Instruction may include Curriculum Studies, Economics Education, Foreign Language Education, Gifted and Talented Education, Language Arts/English Education, Literacy Education, Mathematics Education, Science Education, Social Studies Education, and English for Speakers of Other Languages (ESOL).

Graduate classes are taught on the main campus in Lawrence and on the KU Edwards Campus (<http://edwards-campus.ku.edu>) in Overland Park in suburban Kansas City about 40 miles from Lawrence. Master's and doctoral students can expect to complete some graduate work on each campus.

Graduate Advising

When application materials are processed and program requirements are met, an advisor is assigned according to the student's interest. Each student should consult the assigned advisor during each enrollment period.

Doctoral candidates should develop a program plan at the first enrollment or promptly thereafter. A copy of this program should be filed with the Graduate Division of the School of Education. Basic and applied research skills, including statistics, research design, and related requirements appropriate to the degree, are required for the Ph.D. and Ed.D. Specific descriptions of research options may be obtained from the department (<http://ct.soe.ku.edu>).

Courses

C&T 100. Introduction to the Education Profession. 3 Hours GE11.

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. Large and small group activities and assignments are dispersed throughout the semester to facilitate these outcomes. Students will be involved in observation of and participation with teachers and pupils in public school classrooms, which complement course activities and assignments. Students will work with a mentor pre-service teacher from the KU School of Education to provide discussions about each of the course objectives. CT 100 is a pre-professional course.

Successful completion of the course does not guarantee eventual admission to the School of Education's Teacher Education Program. LEC.

C&T 177. First Year Seminar: _____. 3 Hours GE11 / U.

A limited-enrollment seminar course for first-time freshmen, addressing current issues related to curriculum and instruction in the field of education. Course is designed to meet the critical thinking outcome of the KU Core. First-Year Seminar topics are coordinated and approved by the Office of First-Year Experience. Prerequisite: First-time freshman status. LEC.

C&T 235. Cultural Diversity, Equity, and Inclusion in K-12 Schools. 3 Hours 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. LEC.

C&T 322. Curriculum and the Learner in the Elementary School. 3 Hours.

Building on the experiences in CT 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. LEC.

C&T 324. Curriculum Learner in the Middle School and High School. 3 Hours.

Building on experiences in CT 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. LEC.

C&T 330. Instructional Approaches for ESOL Learners in the Elementary/Early Childhood Classroom. 3 Hours.

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. LEC.

C&T 331. Instructional Approaches for ESOL Learners in the Middle/Secondary Classroom. 3 Hours.

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. LEC.

C&T 335. Curriculum and Instruction in Middle and Secondary History and Government Classrooms. 3 Hours.

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. LEC.

C&T 344. Children's Literature in the Elementary School. 2 Hours.

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. LEC.

C&T 347. Social Studies in the Elementary Classroom. 3 Hours.

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. LEC.

C&T 349. Science in the Elementary Classroom. 3 Hours.

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. LEC.

C&T 351. Mathematics for the Elementary Classroom. 3 Hours.

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. LEC.

C&T 352. Literacy Instruction in the Primary Grades (K-3). 3 Hours.

This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct primary grades (K-3) children through the development of literacy skills: reading, writing, listening, speaking, spelling, and handwriting. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the primary-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all primary-grades students who may have different needs due to language, culture, learning challenges, and/or differing stages of development. This course is to be taken concurrently with CT 353, Literacy Practicum in the Primary Grades. Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 353. Literacy Practicum in the Primary Grades. 1 Hour.

This supervised practicum is intended to allow the pre-service teacher to apply the knowledge gained in CT 352, Literacy Instruction in the

primary grades (K-3), by teaching children in the primary grades. To be taken concurrently with CT 352 Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 354. Literacy Instruction in the Intermediate Grades. 2 Hours.

This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct intermediate-grades children (4-6) through the development of literacy skills: reading, writing, listening, speaking, and spelling. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the intermediate-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all intermediate-grades students who may have different needs due to language, culture, learning challenges, and/or differing stages of development. Prerequisite: Admission to the Teacher Education Program. This course is to be taken concurrently with CT 355, Literacy Practicum in the Intermediate Grades. LEC.

C&T 355. Literacy Practicum in the Intermediate Grades (4-6). 1 Hour.

This supervised practicum is intended to allow the preservice teacher to apply the knowledge gained in CT 354, Literacy Instruction in the intermediate grades (4-6), by teaching children in the intermediate grades. To be taken concurrently with CT 354. Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 359. Literacy in the Content Areas. 1 Hour.

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. LEC.

C&T 360. Knowing and Learning in Mathematics and Science. 3 Hours.

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. LEC.

C&T 366. Classroom Interactions in Mathematics and Science. 3 Hours 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: CT 360. LEC.

C&T 420. Teaching Kansas Government and Contemporary Public Policy Issues: _____. 3 Hours.

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. LEC.

C&T 423. Assessing English Language Learners. 3 Hours.

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: CT 330 or CT 331. LEC.

C&T 424. Second Language Acquisition for preK-12 TESOL Educators. 3 Hours.

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: CT 330 or CT 331. LEC.

C&T 430. Teaching Literature for Young Adults. 3 Hours.

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. Prerequisite: Admission to the School of Education. LEC.

C&T 448. Reading and Writing Across the Curriculum. 3 Hours.

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. LEC.

C&T 460. Project Based Instruction in Mathematics and Science. 3 Hours.

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: CT 360. LEC.

C&T 489. Advanced Teaching Practicum. 1 Hour.

This supervised practicum is intended to allow the pre-service teacher to apply knowledge gained in SPED 507; CT 448, ELPS 537; and CT

540, CT 541, CT 542, CT 543 and CT 544: Advanced (Content Area) Methods by teaching children in the middle/secondary grades. To be taken concurrently with SPED 507; CT 448, ELPS 537; and CT 540, CT 541, CT 542, CT 543 and CT 544: Advanced (Content Area) Methods. Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 490. Student Teaching. 6 Hours.

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. LEC.

C&T 491. TESOL Practicum for Kansas State Endorsement. 3 Hours.

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. LEC.

C&T 494. Internship. 6 Hours.

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. LEC.

C&T 495. Seminar: Developing the Teaching Portfolio. 3 Hours AE61.

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. Course is graded on a satisfactory/fail basis. Prerequisite: Enrollment in Student Teaching or Internship during the Spring semester. LEC.

C&T 497. Independent Study in: _____. 1-2 Hours.

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. IND.

C&T 499. Bachelor's Project. 4-6 Hours.

A formal report of some aspect of the field experience that relates formal learning and in situ experience to program planning, implementation, and evaluation. Topic will be selected in consultation with the project advisor. Prerequisite: CT490 and CT 491 (CT 491 may be taken concurrently). IND.

C&T 500. Student Teaching in: _____. 1-6 Hours AE61.

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. FLD.

C&T 501. Student Teaching Practicum in: _____. 1-6 Hours.

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. FLD.

C&T 503. International Perspectives in Primary and Secondary Education. 3 Hours.

This course 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. LEC.

C&T 530. Curriculum and Instruction in Foreign Language Classrooms. 3 Hours.

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. LEC.

C&T 533. Curriculum and Instruction in Middle & Secondary English/Language Arts Classrooms. 3 Hours.

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. LEC.

C&T 537. Curriculum and Instruction in Middle and Secondary Science Classrooms. 3 Hours.

The purpose of this course is to help you prepare to teach science in the middle and secondary grades. The instructor designed the class sessions and learning tasks to enable you to make progress toward achieving the Kansas Science Teaching Standards and Kansas Professional Education Standards. Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 539. Curriculum and Instruction in Middle and Secondary Mathematics Classrooms. 3 Hours.

This course is designed to provide focused study of curriculum development and instructional strategies appropriate for teaching mathematics in grades 5-12. Prerequisite: Admission to the Teacher Education Program. LEC.

C&T 540. Advanced Practices in Teaching English in the Middle and Secondary Schools. 3 Hours.

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. LEC.

C&T 541. Advanced Practices in Teaching Social Studies in Middle/Secondary Schools. 3 Hours.

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: CT 335; SPED 326 and, CT 324 LEC.

C&T 542. Advanced Practices in Teaching Science in the Middle and Secondary Schools. 3 Hours.

This course is designed as a final readiness for the semester-long student teaching experience and the Kansas Performance Teaching Portfolio to be completed during that student teaching experience. The course deals with the analysis, adaptation, and application of varied instructional designs to implement curricula in specific science areas in grades 5-12. Prerequisite: Admission to the middle-level licensure program in science education at the undergraduate level or one of the graduate licensure programs in middle/secondary science. Successful completion of CT 537. LEC.

C&T 543. Advanced Practices in Teaching Mathematics in the Middle and Secondary Schools. 3 Hours.

The course is designed to provide continued study of curriculum development and instructional strategies appropriate for teaching mathematics in grades 5-12 and as a final readiness for the undergraduate of GLP student teaching experience. Prerequisite:

Admission to the middle-level licensure program in mathematics education at the undergraduate level or the GLP in middle or secondary mathematics. Successful completion of CT 539. LEC.

C&T 544. Advanced Practices: Situating Foreign Language Content, Dispositions, Skills & Tools Language Classroom. 3 Hours.

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. LEC.

C&T 598. Special Course: _____. 1-5 Hours AE61.

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

C&T 630. Understanding the Nature of Talent in Children and Youth. 3 Hours.

This course addresses the social, cognitive, affective, and other developmental aspects of talent as manifested in children and youth with high potential. The course provides an opportunity to examine characteristics, strengths, and needs of children and their families. The course focuses on the foundational aspects of gifted/talented education: educational and political history of the field, etiology of extraordinary potential, and identification and assessment techniques, instruments, and systems. Included in the course are relevant research, policies and regulations, services, and information resources. Prerequisite: SPED 325, SPED 425, SPED 431, SPED 725 or equivalent. LEC.

C&T 631. Teaching for Talent Development. 3 Hours.

The course introduces key theories and basic principles of curriculum development and introduction for students with high potential and/or high achievement. Frameworks and models for modifying general education content, cognitive processes, and learning outcomes are applied to enhancing talent development. The course addresses affective considerations, peer relations, and working with families. Prerequisite: CT 630 or CT 730. LEC.

C&T 649. An International Teaching Experience. 3 Hours.

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. LEC.

C&T 707. Project Based Instruction. 3 Hours.

This course will emphasize exploring, designing, and evaluating materials and pedagogy to work toward the design of project-based curriculum and instruction. Topics focus on the principles of project-based instruction as well as multiple models for its use in the classroom. LEC.

C&T 709. Foundations of Curriculum and Instruction. 3 Hours.

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. LEC.

C&T 710. Writing, Language, and Learning. 3 Hours.

This course will situate issues about writing and learning in the context of more general inquiry about language and learning. We will read research related to classroom discourse and the teaching of writing in secondary classrooms. We will then connect this body of research to the teaching of English in middle/secondary classrooms. LEC.

C&T 711. Teaching Young Adult Literature (Grades 7-12). 3 Hours.

A study of the characteristics of adolescents with respect to their interest and reading habits; criteria for choosing books for junior and senior high school in-class and out-of-class reading; selection of materials; methods for helping poor readers; literary discrimination and appreciation; censorship; ethnic literature; techniques for presenting literary selection in class. Wide reading among best of current and classical literature. LEC.

C&T 730. Understanding Talent. 3 Hours.

This course addresses the social, cognitive, affective, and other developmental aspects of talent as manifested in children and youth with high potential. The course provides an opportunity to examine characteristics, strengths, and needs of these children and their families. The course focuses on the foundational aspects of gifted/talented education: educational and political history of the field, etiology of extraordinary potential, and identification and assessment techniques, instruments, and systems. Included in the course are relevant research, policies and regulations, services, and information resources. Prerequisite: SPED 425, SPED 431, SPED 725, or equivalent introductory course on exceptional children and youth. LEC.

C&T 731. Teaching for Talent Development. 3 Hours.

The course introduces key theories and basic principles of curriculum development and introduction for students with high potential and/or high achievement. Frameworks and models for modifying general education content, cognitive processes, and learning outcomes are applied to enhancing talent development. The course addresses affective considerations, peer relations, and working with families. Prerequisite: CT 644 or CT 730 or equivalent course on exceptional children and youth. LEC.

C&T 732. Teaching for Talent in General Education Settings. 3 Hours.

This course is for classroom teachers concerned about meeting the needs of students with high potential in their classrooms. Students will be introduced to various curriculum models and teaching strategies commonly employed in special programs for gifted/talented students. There will be opportunities to apply gifted education models to modify existing curriculum or to develop new curricula which enhances the abilities of all students. Prerequisite: CT 644 or CT 730 or equivalent introductory course on exceptional children and youth. LEC.

C&T 733. Practicum in Gifted and Talented Education. 1-10 Hours.

A course designed to provide experiences for students to work intensively and to teach identified gifted and high potential students in educational settings. Students will develop competencies relative to implementing individual group and individual education plans through a variety of instructional alternatives. Arranged service delivery options are possible. Prerequisite: CT 645, CT 731, CT 732, or equivalent course. FLD.

C&T 738. Applied Research in the Classroom. 3 Hours.

This course is designed to facilitate the implementation and completion of an action research project during the internship experience. Prerequisite: Successful completion of student teaching. LEC.

C&T 739. Internship in Teaching: _____. 1-15 Hours.

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: CT 500 and CT 736 appropriate to the student's teaching level and area, or equivalent. FLD.

C&T 740. Foundations of Reading: Process, Theory, and Instruction. 3 Hours.

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. LEC.

C&T 741. Comprehension and Study Strategies for Use with Multiple Texts. 3 Hours.

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: CT 740 or permission of the instructor. LEC.

C&T 742. Language and Literature in the Reading Program. 3 Hours.

A study of linguistic and literary aspects of reading instruction, focusing on language and cognitive development as they relate to reading. Emphasis will be on approaches for differentiating reading instruction to provide for less proficient to gifted readers, research and issues related to reader response, techniques for assessing children's reading attitudes and interests, procedures for selecting literature, and strategies for integrating literature into the elementary school reading program. Prerequisite: CT 740 or permission of instructor. LEC.

C&T 743. Writing and Spelling Development and Instruction. 3 Hours.

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, CT 740 or permission of the instructor. LEC.

C&T 744. Teaching Literature to Children. 3 Hours.

An opportunity to survey the broad range of trade books published for children; criteria for book selection; children's reading interests and tastes; illustrations of children's books; sources for selecting literature; poetry; the role of children's literature in today's elementary curriculum. LEC.

C&T 745. Reading and the English Language Learner. 3 Hours.

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. LEC.

C&T 748. Reading and Writing Across the Curriculum. 3 Hours.

In CT 748, preservice content teachers, who have had no previous literacy courses, are introduced to the basic processes of reading and to instructional strategies and materials that promote the development of reading, writing, and studying in the context of teaching new information. Additionally, we discuss the ways in which teachers diagnose, in an informal, on-going basis, their students' abilities to comprehend the material they are teaching. LEC.

C&T 749. An International Teaching Experience. 3 Hours.

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. LEC.

C&T 750. Connecting Research to Classroom Practice in Elementary Mathematics and Science. 3 Hours.

The primary purpose of this course is to examine current research on issues important to elementary mathematics and science programs. The course will explore issues important to the classroom practices of elementary mathematics and science teachers. Provides a broad background for understanding current issues related to elementary mathematics and science curriculum, instruction, and assessment. LEC.

C&T 760. Modern Approaches to Elementary Social Studies. 3 Hours.

A study of the purpose, content, psychology, and materials and methods for teaching the social sciences in the elementary school. Emphasis on principles and procedures for combining the social studies with other areas of the curriculum in broad unit instruction. Prerequisite: Nine hours of Education including educational psychology. LEC.

C&T 762. Modern Approaches to Middle/Secondary Social Studies. 3 Hours.

The purpose of the course is to offer preservice and practicing K-12 social studies educators the following: (1) an overview of theoretical bases for social studies education and of the social studies and discipline specific curriculum standards; (2) a review of the major curricular and extracurricular K-12 social studies programs; (3) strategies for the design, implementation, and evaluation of social studies programs; and (4) experience with the design, implementation, and/or evaluation of a social studies program. Prerequisite: Nine hours of Education including educational psychology. LEC.

C&T 763. Economic Education. 2-3 Hours.

An examination of the concepts, theories, and resource materials utilized in teaching economics in the K-12 curriculum. Particular attention is given to the functional integration of economic concepts into the elementary and secondary social studies curriculum. The use of economic resource material is considered. Participants develop projects for use in their own classrooms. LEC.

C&T 764. Teaching Economics in: _____. 3 Hours.

A critical analysis of the relationship between economics and a designated school subject selected from history, geography, or consumer education; a determination of the economic concepts that can be appropriately integrated into the particular discipline; and a comprehensive search of the particular curriculum area to identify the most effective and efficient points at which the economic concepts can be integrated. Prerequisite: CT 763. LEC.

C&T 765. Teaching with Community, Contemporary, and Primary Resources. 3 Hours.

A practical course designed for grades 4-12 teachers who wish to utilize community-based, mass media, and/or primary resources. The course focuses on the use of community resources such as local historical societies, museums, and government agencies; on the use of mass media such as newspapers, magazines, organizations' newsletters, television, and film; and on the use of primary resources such as artifacts, documents, recordings, and oral historians. Participants receive sample resources from each of the three areas along with accompanying activities. LEC.

C&T 770. Pedagogical Considerations in the 21st Century Classrooms. 3 Hours.

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. LEC.

C&T 797. Special Project in: _____. 2 Hours.

Implementation of the curriculum project planned in CT 734 or CT 735; implementation and assessment of the special project will occur during the internship. Prerequisite: CT 734, CT 735, and CT 736. RSH.

C&T 798. Special Course: _____. 1-5 Hours.

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

C&T 800. Foundations of Curriculum Development. 3 Hours.

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: CT 709 or permission of instructor. LEC.

C&T 801. Planning for School Improvement. 3 Hours.

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. LEC.

C&T 802. Curriculum Planning for Educational Settings. 3 Hours.

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. LEC.

C&T 803. Differentiating Curriculum and Instruction. 3 Hours.

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. LEC.

C&T 804. Trends and Issues in Middle Level Education. 3 Hours.

Information from current research, area specialists and exemplary practitioners will be used to extend appropriate teaching strategies and supplement background knowledge on special topics related to social, emotional and physical development as it relates to the curricula and young adolescents. LEC.

C&T 805. Planning Instruction and Instructional Strategies in Urban Settings. 3 Hours.

This course will prepare students to become cognizant of the particular contextual variables that pertain to the urban setting, engage in instructional planning utilizing pertinent instructional strategies for urban classrooms. Students will become familiar with conceptual frameworks appropriate to education in the urban environment, review research on education in the urban setting, and discuss goals and options for effectively coping with the demands of the urban classroom. FLD.

C&T 806. Instructional Strategies and Models. 3 Hours.

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: CT 709. LEC.

C&T 807. Multicultural Education. 3 Hours.

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. Field experiences are a part of this course. LEC.

C&T 808. Qualitative Research: Curriculum Inquiry. 3 Hours.

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. LEC.

C&T 809. Creative Thinking and Learning. 3 Hours.

This course provides an opportunity to investigate the nature of the creative process in educational settings. The knowledge base for the course builds from foundations of creativity, principles and theories of identifying and enhancing creative production, and affective learner variables. The course blends classic and contemporary works in creativity, and features the application of theories and models of the origins and development of creativity to promoting creative thinking and learning among children, youth and adults. Participants learn about, apply, and adapt techniques for defining and identifying creative potential and for encouraging creative thinking in educational settings. Prerequisite: Admission to graduate school. LEC.

C&T 810. Issues in Teaching Language Arts. 3 Hours.

A study of present curricula in junior and senior high school English and speech; current thinking in grammar and usage; language development in oral and written communication; problems of teaching reading and literature in the junior and senior high school; construction and reorganization of language arts courses. Students will be permitted to make an intensive study of an individual problem relating to more effective instruction in the language arts. LEC.

C&T 817. Contact, Change & American English. 3 Hours.

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. LEC.

C&T 818. Language, Discourse and Ideology. 3 Hours.

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. LEC.

C&T 819. Foreign Language/EFL Teaching Methods. 3 Hours.

This course addresses foreign language/EFL teaching methods and techniques that are related to second language acquisition theories and appropriate for the teaching of foreign languages/EFL to children, adolescents, and adult learners. Prerequisite: Admission to a graduate program (Master or Doctorate.) LEC.

C&T 820. Methods of Teaching English to Speakers of Other Languages (TESOL). 3 Hours.

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. Prerequisite: Corequisite: CT 709. LEC.

C&T 821. Assessment in Teaching English to Speakers of Other Languages (TESOL). 3 Hours.

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: CT 820. LEC.

C&T 822. Second Language Acquisition for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Hours.

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: CT 820. LEC.

C&T 823. Intercultural Competence for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Hours.

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: CT 820 or CT 803. LEC.

C&T 824. Problems in Second Language Instruction. 3 Hours.

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: CT 820. LEC.

C&T 825. Advanced Practicum in Teaching English to Speakers of Other Languages (TESOL). 3 Hours.

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: CT 820, CT 821, and CT 822 or CT 824. FLD.

C&T 826. Linguistic Analysis for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Hours.

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. LEC.

C&T 827. Teaching Pronunciation for Foreign Language/Teaching English to Speakers of Other Languages (TESOL). 3 Hours.

The objective of this course is to give prospective language teachers the requisite theoretical and practical background for making decisions concerning pronunciation teaching. This course provides second and foreign language teachers with the necessary knowledge and skills to address the teaching of pronunciation in the foreign language classroom. After a review of theoretical and practical research dealing with universal human speech perception and production, implications for the design of appropriate strategies and lessons to teaching pronunciation, both at the segmental and suprasegmental levels, are addressed. Prerequisite: CT 444, CT 820 or CT 822. LEC.

C&T 828. Language and Identity. 3 Hours.

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

C&T 829. Teaching English to Speakers of Other Languages in Global Context (TESOL). 3 Hours.

The purpose of this course is to investigate contemporary issues in and key concepts pertaining to Teaching English to Speakers of Other Languages (TESOL) throughout the world. We will examine primary research and employ a sociocultural lens to better understand how the phenomenon of globalization has shaped how, why, and the conditions under which English is taught and learned on different continents, as well as critiquing research methods and approaches to studying English language teaching and learning. LAB.

C&T 830. Classroom Applications of Assessment Information. 1 Hour.

The primary purpose of this course is to examine classroom-based practices for identifying intellectual and creative potential in school-aged children and youth, and to apply that information to classroom instruction as well as to individual education planning. Particular attention is paid to populations who are traditionally underserved due to language status, ethnicity, socio-economic status, geography, or multiple exceptionality. Parent and student roles are also emphasized. An evidence-based practice course for teachers, administrators, and support personnel. Prerequisite: Admission to Graduate School. LEC.

C&T 831. Personal Dimensions of Talent. 1 Hour.

The course focuses on affective aspects of individuals with high potential. Particular attention is paid to populations who are traditionally underserved due to ethnicity, socio-economic status, geography, or multiple exceptionality. The course focuses on theories, models and methods for understanding and addressing the successful personal development of talented individuals, supporting families, and personal issues linked to high potential. An evidence-based practice course for teachers, administrators, and support personnel. Prerequisite: Admission to Graduate School in Education. LEC.

C&T 840. Emergent Literacy and Beginning Reading. 3 Hours.

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: CT 740, CT 741, or permission of instructor. LEC.

C&T 841. Early Intervention in Reading Practicum. 3 Hours.

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: CT 740, CT 741, CT 840, or permission of instructor. FLD.

C&T 842. Supporting Striving Readers: Adolescent through Adult. 3 Hours.

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, CT 740, CT 741, CT 840, and CT 841, or permission of instructor. LEC.

C&T 843. Supporting Striving Readers Practicum. 3 Hours.

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: Admission to a masters program within the School of Education, CT 740, CT 741, CT 840, CT 841, CT 842, or permission of instructor. LEC.

C&T 844. The Reading Program: Coordination and Supervision. 3 Hours.

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: CT 740, CT 741, CT 840, CT 841, CT 842, and CT 843. LEC.

C&T 845. Reading Specialist Internship. 1-2 Hours.

Supervised and directed experiences to develop the necessary instructional and leadership competencies of a reading specialist. Activities will include district and building level needs assessment, data analysis, professional development of teachers and paraprofessionals, and cooperative planning with teachers and administrators around issues of literacy instruction and achievement. Prerequisite: Completion (at the University of Kansas) of course requirements for the Reading Specialist program. The Reading Specialist course requirements may be a part of a graduate degree. FLD.

C&T 850. Seminar in Science and Mathematics Educational Research. 3 Hours.

The primary purpose of this course is to examine literature in science and mathematics education in order to better understand research in these fields from both a historical and contemporary perspective. The process of examining literature in these fields will be used to help understand how to plan, conduct, and evaluate research in science and math education. This course emphasizes both qualitative and quantitative research in science and math education. LEC.

C&T 851. Modern Approaches to Middle/Secondary School Mathematics. 3 Hours.

A study of aspects of curriculum and instruction in middle/secondary school mathematics programs, including research on teaching and learning mathematics. Prerequisite: Teaching experience in middle-level or high school mathematics or permission of instructor. LEC.

C&T 852. Instruction in Mathematics and Science. 3 Hours.

In this course, students will explore a variety of research-based instructional theories, models, and strategies for teaching and learning of mathematics and science. They will apply and evaluate the usage of one instructional strategy in an action research project in their classrooms. Prerequisite: CT 709. LEC.

C&T 853. Connecting Research to Classroom Practice in Middle/Secondary Science. 3 Hours.

This course will explore current research on issues important to middle and high school science teachers so they can use research to support and improve their classroom practice. Prerequisite: Teaching experience in middle level or high school science or permission of instructor. LEC.

C&T 854. Assessment and Evaluation in Science and Mathematics. 3 Hours.

The primary purpose of this course is to examine assessment and evaluation in science and mathematics, including assessment of students, teachers, schools, and educational programs. The course will examine technical characteristics of various assessment methods including both traditional and alternative methods. In addition, the course will analyze and discuss various controversial issues in assessment such as authentic assessment, and large scale assessment, and large scale assessments, assessment for accountability, and equity issues. LEC.

C&T 855. Curriculum in Science and Mathematics. 3 Hours.

A survey of the concepts and processes that provide the focus of modern science and mathematics curricula will be central to the course. Students develop a standards-based framework for a school science or mathematics program. The course includes an analysis of national and state recommendations for the reform of science and mathematics education in the context of our state and local educational systems, which is applied by evaluating exemplary instructional materials and activities appropriate for classroom use. Prerequisite: CT 709. LEC.

C&T 856. Practicum in Science Education. 1-3 Hours.

Intensive supervised experience working with improvement of science 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 science education and prior consent of practicum supervisor. FLD.

C&T 857. Practicum in Mathematics Education. 1-3 Hours.

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. FLD.

C&T 858. Connecting Research to Classroom Practice in Mathematics. 3 Hours.

This course will explore current research on issues important to mathematics teachers so they can use research to support and improve their classroom practice. Prerequisite: Teaching experience or permission of instructor. LEC.

C&T 859. Issues in Mathematics or Science Education: _____. 1-3 Hours.

A study of issues in a particular area of mathematics or science education. The course may be repeated for different topics. Prerequisite: Admission to graduate study. LEC.

C&T 860. Topics in Teaching and Learning Social Studies: _____. 3 Hours.

An examination of current topics and issues from social science perspectives. Special emphasis is given to effective integration of one of the social sciences, such as anthropology, geography, political science, science technology and society, and these topics affect issues of curriculum at both elementary and secondary levels. Students will need to confer with the instructor of record to determine which topic will be the current focus of the course. LEC.

C&T 861. Curriculum and Assessment in Social Studies Programs K-12. 3 Hours.

The purpose of the course is to offer preservice and practicing K-12 social studies educators the following: (1) an overview of theoretical bases for social studies education and of the social studies and discipline specific curriculum standards; (2) a review of the major curricular and extracurricular K-12 social studies programs; (3) strategies for the design, implementation, and evaluation of social studies programs; and (4) experience with the design, implementation, and/or evaluation of a social studies program. LEC.

C&T 862. Trends and Issues in Social Studies Instruction. 3 Hours.

A study of trends and issues relating to, and needed changes in the content, organization, emphasis, resources and equipment, methods, devices and evaluation in the social studies. Consideration of related problems such as achieving meaning and understanding, providing for individual differences, providing motivation, the cooperative assignment and socialized recitation. Students will be permitted to concentrate on those problems of particular interest to them. Prerequisite: Nine hours of Education including educational psychology. LEC.

C&T 863. Curriculum Development in Economic Education. 3 Hours.

Extension and application of economic concepts and theories through integration into the scope and sequence of the school curriculum. The process will include the development and field testing of a project that utilizes appropriate concepts, materials, community resources and techniques for integrating economics into the total curriculum. Prerequisite: CT 763. LEC.

C&T 864. International Issues in the K-12 Classroom. 3 Hours.

An examination of current international topics and issues from an economic education perspective. Special emphasis is given to effective integration of global topics and issues into the curriculum at both elementary and secondary levels. Students survey and analyze economic education resource materials and develop international lessons for use in their own classrooms. This course is offered during summer term, locally, and as a study abroad option. This course has been offered two times previously as TL 798-summer 1993 at the Regents Center and in Great Britain. LEC.

C&T 868. Connecting Research to Classroom Practice in Social Studies. 3 Hours.

The purpose of the course is to explore readings on effective practice and current research on issues important to social studies teachers. Knowledge gained from the exploration of readings will be used to develop a plan and implementation procedures for improving classroom practice. Prerequisite: Teaching experience in social studies education or permission of the instructor. LEC.

C&T 895. Internship in: _____. 1-5 Hours.

Supervised and directed experiences to develop necessary instructional and leadership competencies. Activities will be tailored to the needs of individual students in consultation with a university adviser and a field adviser. FLD.

C&T 896. Seminar in: _____. 1-4 Hours. LEC.**C&T 897. Independent Study. 1-4 Hours.**

Prerequisite: Consent of advisor and instructor. RSH.

C&T 898. Master's Project. 1-4 Hours.

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

C&T 899. Master's Thesis. 1-6 Hours.

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

C&T 900. Current Trends & Issues in Curriculum & Instruction. 3 Hours.

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. LEC.

C&T 901. Contemporary Research of Teaching Effectiveness. 3 Hours.

A review of recent research on the conceptualization, measurement, and improvement of teaching effectiveness. Particular attention is given to the history of efforts to improve teaching, to the reasons why such efforts have often been unsuccessful, and to the recent contributions of the "micro-criteria" approach to the problem. LEC.

C&T 903. Curriculum Supervision. 3 Hours.

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. LEC.

C&T 904. Philosophical Questions in Curriculum and Teaching. 3 Hours.

This course addresses philosophical questions pertaining to curriculum and teaching across a range of educational contexts. These questions center on epistemology, ethics, and the assumptions underlying alternative approaches to research in education. Students completing this course should be able to engage in philosophical inquiry and apply relevant philosophical literature and principles to the examination of curriculum and teaching. LEC.

C&T 905. Teacher Education in the U.S.. 2 Hours.

A study of the development, issues, and programs for the preparation of teachers. Open to all regular graduate students. LEC.

C&T 906. Qualitative and Curriculum Inquiry: Analysis and Interpretation. 3 Hours.

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. LEC.

C&T 907. Critical Pedagogies. 3 Hours.

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. LEC.

C&T 910. Research Seminar in English Education. 3 Hours.

This course will focus on both the conduct and findings of research related to English/Language Arts Education. Its purpose will be to foster discussion among students concerning paradigms that have shaped the field of English/Language Arts as well as encourage critique of the ways in which these paradigms are enacted in research. In this course, each student will develop a reading list on a topic of interest related to research in English/Language Arts Education and/or pursue the writing of an individual research proposal. Prerequisite: Admission to master's or doctoral program in CT, emphasis in English/Language Arts Education. LEC.

C&T 920. Introduction to the Curriculum & Instruction Doctor of Education Program. 1 Hour.

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. SEM.

C&T 922. Introduction to the Curriculum & Instruction Doctor of Philosophy Program. 1 Hour.

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 CI Ph.D. program. SEM.

C&T 924. Advanced Research in 2nd Language Teaching and Learning. 3 Hours.

This course provides doctoral level students an in-depth overview of current issues in second language teaching and learning. Each week, we will explore research methodologies most appropriate for investigations of second language learning and teaching processes and the theoretical foundations that such research brings to light. Class reading assignments will draw from both "how to" handbooks and actual primary research, and students will engage in weekly reactions to and discussions of the readings. Students will also be guided in the development of research questions that target critical gaps in our current understanding of

language teaching and learning. The culminating assignment is the preparation of a research proposal, an initial step toward the doctoral dissertation. Prerequisite: CT 820, CT 821, CT 822, Admission to Doctoral Program; or permission of Instructor. LEC.

C&T 940. Evaluation of Research in Reading. 3 Hours.

This course is designed to support doctoral level students' ability to evaluate research around the teaching of reading. Issues of theory, research design, and methodology will be taken into consideration. Additional purposes include fostering discussion about prominent literacy researchers, influential journals, and writing, as well as factors that influence reading research. LEC.

C&T 944. Diagnosis and Evaluation of Instruction in Higher Education. 2-3 Hours.

The course will focus on (1) a review of the practical and theoretical problems of developing, in institutions of higher education, programs for the diagnosis and/or evaluation of classroom instruction, including use of videotape feedback for diagnosis, and the development of surveys for evaluation for diagnosis of teaching, and (2) the importance of careful administrative and review procedures as the evaluation of teaching becomes more formal and consequential. Three hours of credit will be awarded to those enrolled in the laboratory section of the course. LEC.

C&T 951. Research and Evaluation in Mathematics and Science. 3 Hours.

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. LEC.

C&T 960. Theory and Research in Social Studies Education. 3 Hours.

The purpose of this graduate level course is to stimulate and communicate systematic research and thinking in Social Studies Education. Its purpose is to foster the creation and exchange of ideas and research findings that will expand knowledge about purposes, conditions, and effects of schooling and education about society and social relations. LEC.

C&T 968. Readings in Economic Education Research. 3 Hours.

A survey of research in elementary, secondary, and higher education economic education. After initial, mutual readings, and discussions, class members will determine a list of broad research questions around which we will focus our readings. Each student is responsible for developing a reading list on one of the topics and reporting on selected readings. Class meetings will focus on summarizing and critiquing published research. Purpose of this course is to prepare doctoral students for comprehensive examinations and dissertation research. LEC.

C&T 970. Fostering Teacher Growth and Inquiry. 3 Hours.

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. LEC.

C&T 971. Planning and Conducting Educator Inquiry in Professional Settings. 3 Hours.

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 CT 970. Prerequisite: CT 970. LEC.

C&T 972. Connecting Professional Growth and Student Learning. 3 Hours.

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 CT 971. Prerequisite: CT 970 and CT 971. LEC.

C&T 994. Advanced Topics: _____. 1-3 Hours.

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

C&T 995. Field Experience in: _____. 1-5 Hours.

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. FLD.

C&T 996. College Teaching Experience in: _____. 2 Hours.

To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester-long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or the member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate's committee. FLD.

C&T 997. Individual Study. 1-4 Hours.

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

C&T 998. Seminar in: _____. 1-4 Hours.

LEC.

C&T 999. Doctoral Dissertation. 1-15 Hours.

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