

DEPARTMENT OF CURRICULUM AND INSTRUCTION

About

Chair

Dr. William D. Edgington (edu_dxe@shsu.edu)

Contact Information

(936) 294-1213

Website

http://www.shsu.edu/~cai_www/

- Master of Arts in Teaching (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/ma-teaching)
- Master of Education in Comparative and Global Education (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/med-comparative-global-education)
- Master of Education in Curriculum and Instruction (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/curriculum-instruction-med)
- Master of Education in Instructional Systems Design and Technology (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/instructional-systems-design-and-technology-med)
- Ed.D. in Instructional Systems Design and Technology (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/instructional-systems-design-and-technology-edd)
- Graduate Certificate in Adult Education (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/adult-education-certificate)
- Graduate Certificate in Effective Online Instruction (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/effective-online-instruction-certificate)
- Teacher Certification (catalog.shsu.edu/archives/2017-2018/graduate/college-departments/education/curriculum-instruction/teacher-certification)

Curriculum and Instruction Education

CIED 5085. Current Issues in Education. 1-3 Hours.

Analysis of opposing or varying viewpoints on educational issues of current concern is the main focus of the course. Examination of research literature, current data, experts in the various fields, and utilization of current technology in the examination of contemporary topics will be completed. A capstone course in which the oral defense of a research paper will be conducted. Variable Credit (1-3). Pre-Requisite CIED 5370.

CIED 5087. Workshop in Education. 1-3 Hours.

This course is designed to explore the relation of brain development in school-age children and methods for enhancing this development through the use of technology. Students will have the opportunity to design instructional aids, which seamlessly implement developmentally appropriate technology in the classroom. Variable Credit (1-3).

CIED 5088. Special Topics in Curriculum and Instruction. 1-3 Hours.

CIED 5089. Independent Study in Curriculum and Instruction. 1-3 Hours.

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).

Prerequisite: Consent of Department Chair.

CIED 5333. Professional Educator's Role. 3 Hours.

This course is designed to assist educators in considering the complexity of the role of professional educators in public school systems. The history of American education, school reform, school law, professional ethics, technology, diversity and special populations are some of the topics addressed in this course.

CIED 5335. Teaching Practices in Science Education. 3 Hours.

Candidates evaluate the conceptual underpinnings of modern approaches to science education and professional development as they relate specifically to teaching and learning science. Principles of learning, students' inquiry strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology are examined using research-based best practices in science inquiry education.

CIED 5337. STEM Education Pedagogy. 3 Hours.

Candidates explore research and practical applications of STEM (Science, Technology, Engineering, and Mathematics) concepts related to STEM education and pedagogy. Graduate students will evaluate both strengths and limitations associated with research-based pedagogies, and gain insights into pedagogical strategies that can serve to enhance practices within STEM education.

CIED 5340. Foundations of U.S. Education. 3 Hours.

Candidates focus on the historical foundations of elementary, secondary, and post-secondary education with emphasis on teaching and policy in western societies and North American schools.

CIED 5341. Comparative Education. 3 Hours.

Candidates evaluate theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and the relationship between culture and education. Special attention is devoted to similarities and differences in educational policy and practice among various nations.

CIED 5342. Socio-Cultural Forces in Education. 3 Hours.

Candidates focus on national and global educational perspectives to examine the social, cultural, political and economic systems that shape society and the role education plays in the process.

CIED 5343. Philosophy of Education. 3 Hours.

Candidates examine educational theory and practice in relation to philosophical perspectives, both classical and contemporary. This course provides graduate students with the knowledge and understanding of various philosophies of education, national and international, and allows them to apply the philosophies to contemporary and classical educational issues.

CIED 5352. Foundations of Project Based Learning. 3 Hours.

Candidates focus on the foundational, research-based elements that are critical to implementation of Project Based Learning, including examination of required elements in pedagogy. These include mastery of skills needed to facilitate K-12 student learning through participation in inquiry, critical thinking, and self-assessment.

CIED 5354. Project Based Learning Culture, Environment, and Management. 3 Hours.

In this course, graduate students focus on leading and managing the learning environment while implementing and maintaining Project Based Learning in a variety of learning venues.

Prerequisite: CIED 5352.

CIED 5356. Project Based Learning Methodology. 3 Hours.

This course focuses specifically on the first three critical elements of an effective Project Based Learning educational setting: planning and developing entry events and driving questions, facilitating student discussions about areas of need, and effectively implementing student voice and choice. This detailed study will prepare graduate students to teach this process to other educators.

Prerequisite: CIED 5352 and CIED 5354.

CIED 5358. Assessment and Analysis of Project Based Learning. 3 Hours.

In this course, candidates focus on the final critical elements of an effective Project Based Learning environment, including development, implementation, and analysis of all assessment components.

Prerequisite: CIED 5352, CIED 5354, and CIED 5356.

CIED 5360. Adv Techniques & Mthds Instr. 3 Hours.

Study is made of current and advanced teaching techniques, strategies, and materials. Candidates will identify, research and develop approaches to problems pertaining to their teaching field.

CIED 5370. Research In Teaching. 3 Hours.

This course is designed for educators of all subject and grade levels. The focus of this course is to prepare teachers to read published research critically, to integrate those findings with personal experience in order to make reflective instructional decisions and to participate in pedagogical research, theory-building, and elementary statistics.

Prerequisite: 12 Graduate level hours in education.

CIED 5382. Instructional Coaching. 3 Hours.

In this course, candidates will research and engage in a form of job-embedded professional development focused on improving teaching practice in order to enhance student learning. The course is designed to get teachers to examine currently held beliefs and assumptions about professional development and coaching, then re-examine those beliefs after experiencing coaching facilitation.

CIED 5383. Integrating Currnt Tech In Tchg. 3 Hours.

A study of the technical and instructional skills needed for integrating modern technology into the classroom and a study of the issues impacting instructional design. This course is recommended for both Education and non-Education majors.

CIED 5384. Curricular Trends For Clss Tch. 3 Hours.

Development of the school curriculum and significant factors which help to determine the curriculum construction are studied. Educators will be provided the opportunity to apply best practice knowledge and skills to a curriculum unit.

CIED 5390. Adv Mths Classroom Mgt & Disc. 3 Hours.

This course is designed for K-12 educators of all subject areas. Increased proficiency in classroom management skills is the primary objective of the course. Educators will be provided with an understanding of the factors influencing individual and group behavior in school settings; methods of diagnosing school and classroom factors that may be eliciting the problem; and the options available for influencing student behaviors.

CIED 5391. Problems Teaching Elem Math. 3 Hours.

Study is made of recent trends in elementary mathematics programs and instructional approaches. Application of research findings to improving the teaching and learning of mathematics is emphasized.

CIED 5392. Prob Tchg Elem Sci. 3 Hours.

Study is made of recent trends in elementary science programs and instructional approaches. Application of research findings to improving the teaching and learning of science is emphasized.

CIED 5393. Assessment Of Learning. 3 Hours.

The focus of this course is research in current literature on strategies for the analysis of student work designed to improve instruction and student success. Students will develop skills in the use of a wide range of assessment strategies.

CIED 5396. Prob In Tchg Social Studies. 3 Hours.

Study is made of recent trends in elementary social studies programs and instructional approaches. Application of research findings to improving the teaching and learning of social studies is emphasized.

CIED 5397. Hum Grwth & Dev Across Lifespn. 3 Hours.

This course is designed to relate theory and research to present concerns and problems of teachers through the study of physiological, psychological and social interrelationships. A review of theory and current research concerning the growth and development of the individual through the lifespan, specifically childhood through adolescence will be emphasized as it pertains to teaching and learning.

CIED 5398. Internship In Classroom Instrc. 3 Hours.

This course is designed for the candidate who possesses a baccalaureate degree from an accredited university, is seeking Texas teacher certification, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines. The intern should be employed as the "teacher of record" in a public school in one of the school districts.

CIED 5399. Internship In Classroom Instrc. 3 Hours.

This course is designed for the candidate who possesses a baccalaureate degree from an accredited university, is seeking Texas teacher certification, has met all requirements for admission to the teacher education program, and is eligible for an internship as defined by the Texas Education Agency guidelines. The intern should be employed as the "teacher of record" in a public school in one of the school districts.

Prerequisite: CIED 5398.

CIED 6394. Developing Curriculum for Adults. 3 Hours.

This course is designed to get educators to examine principles of adult learning, factors affecting curricular design for adults, curriculum planning, implementation, and outcomes evaluation. Candidates will design and implement a training for adult learners.

CIED 7331. Teaching Strategies for Developmental Mathematics. 3 Hours.

This course explores research and practical application of mathematical concepts related to developmental mathematics education. Principles of learning, students' mathematical strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental mathematics education.

CIED 7390. Assessment Of Math Learning. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include classroom assessment, standardized tests, and assessment instruments for research in mathematics education.

CIED 7393. Research In Mathematics Edu. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include selecting a research topic, research instruments, research statistics, and writing the paper.

CIED 7395. Current Issues In Math Edu. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include curriculum, textbooks, standards, accountability, parental involvement, legal issues, ethics, and testing.

CIED 7396. Theories Of Learning Math. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include theories of learning mathematics, information processing, cognitive theories, and constructivist theories.

Curriculum and Instruction Secondary Education

CISE 7390. Assessment Of Math Learning. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include classroom assessment, standardized tests, and assessment instruments for research in mathematics education.

CISE 7393. Research In Mathematics Edu. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include selecting a research topic, research instruments, research statistics, and writing the paper.

CISE 7395. Current Issues In Math Edu. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include curriculum, textbooks, standards, accountability, parental involvement, legal issues, ethics, and testing.

CISE 7396. Theories Of Learning Math. 3 Hours.

This course will be one of four education classes used in the doctoral program in mathematics education. Topics will include theories of learning mathematics, information processing, cognitive theories, and constructivist theories.

Instructional Systems Design and Technology

ISDT 5363. The Role Of Technology Liaison. 3 Hours.

This course is designed to assist the technology liaison in learning how to facilitate classroom teachers throughout the instructional process, supported by technology. Attention is given to the foundation of social, ethical, legal and human issues of technology use in PK-12.

Prerequisite: ISDT 5365, ISDT 5367.

ISDT 5365. Technology And Cognition. 3 Hours.

The purpose of Technology and Cognition is to incorporate technology into teaching and learning in relation to the brain development in school-age children, emphasizing instructional techniques for enhancing learner's cognitive development through the use of technology. Students will design advanced technological application for instruction, based upon best practices in technology and cognition.

Prerequisite: ISDT 5367.

ISDT 5367. Rdgs&Trends In Instructnl Tech. 3 Hours.

This course is designed to acquaint candidates with the critical writings and ideas of prominent practioners, researchers, and theorists in instructional technology with a focus on understanding the trends and issues pertaining to a scholarly study of integrating technology into teaching and learning. Candidates will evaluate the best instructional technology stategies evident in the literature and in practice in PK-16 education and industry settings.

ISDT 5369. Practicm-Technology Facilitatn. 3 Hours.

This course provides a field-based practicum in a school setting. Examination is made of the duties and responsibilites of the technology faciator on a daily basis.

Prerequisite: ISDT 5363, ISDT 5365, and ISDT 5367.

ISDT 7350. Issues in Instructional Tech. 3 Hours.

This course examines current social, economic, and ethical issues surrounding the acquisition and implementation of technology in instruction. Emphasis is placed on the research of past, present, and future applications of technology in instruction and applying theory to practice. Theoretical perspectives that inform future research in instructional technology will also be considered.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7351. Distance Learning. 3 Hours.

This course presents the instructional, technical and management issues evident in instruction and learning offered via distance delivery systems. Various delivery systems and technology tools within those systems will be studied and critiqued to evaluate the effectiveness of each. The course highlights effective online course design and delivery with an attention to the learning resources and strategies evident in successful online teaching and learning.

ISDT 7352. Instructional Planning. 3 Hours.

Instructional Planning provides technology leaders with strategies to assist instructional personnel to plan and use digital-age tools.

Prerequisite: Admission into the Ed.D. Instructional Technology program .

ISDT 7353. Professional Development. 3 Hours.

In Professional Development, doctoral students will identify technology development needs, research current practices and design and implement a professional development sequence with support materials.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7354. Leadership in Technology Admin. 3 Hours.

Leadership in Technology Administration will focus on decision-making for effective and efficient implementation of instructional and productiviy technologies, to include consideration of policy, current research, emerging technologies, learning needs, and available resources.

ISDT 7355. Program Evaluation. 3 Hours.

In Program Evaluation, doctoral students will evaluate professional learning programs that integrate technology effectively into instructional practices.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7372. Statistical Methods. 3 Hours.

In Statistical Methods, doctoral students will manage, analyze, and interpret data related to the field of instructional technology. The course will focus on quantitative methods.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7374. Qualitative Analysis. 3 Hours.

In Qualitative Analysis, doctoral students develop qualitative research skills by engaging in a substantial field-based instructional technology research project.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7385. Doctoral Internship. 3 Hours.

In the Doctoral Internship, doctoral students, under the leadership of a qualified mentor, research, electronically document, and reflect on their study as they examine the future of technology, strategies for dynamic decision-making, effective and collaborative online communication, equitable access to technology resources for all learners, and community-based learning. At the conclusion of the 150 clock hour internship, doctoral students present an online documentary of their internship experiences.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7388. Doctoral Field Studies. 3 Hours.

Doctoral students to independently administer an organizational instructional technology needs analysis. Based on the identified needs of the organization, the doctoral student then plans, implements, assesses, and modifies an instructional leadership project/case study to address the identified organizational need.

Prerequisite: Admission into the Ed.D. Instructional Technology program.

ISDT 7391. Application of Research. 3 Hours.

Application of Research assists the candidate in developing a dissertation proposal.

Prerequisite: 45 hours of coursework required for the Ed.D.

ISDT 8333. Doctoral Dissertation. 3 Hours.

Doctoral Dissertation will be the culmination of doctoral study. The dissertation topic for candidates will address important issues and gaps in the research literature in Instructional Technology. An original investigation will be planned, executed, and defended.

Prerequisite: Successful completion of the dissertation proposal defense.

Chair: **William D. Edgington**

Lisa Ogle Brown, PHD (lob002@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, PHD, Oklahoma State University; MED, Univ of Houston-Main; BS, Texas AM University

Jaime Leigh Coyne, PHD (jaime.berry@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; MED, Stephen F Austin University; BS, Sam Houston State University

Frank Lane Creghan, EDD (flc003@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, EDD, Lamar University; MED, Texas State Univ-San Marcos; BSED, Texas State Univ-San Marcos

William D. Edgington, EDD (wedgington@shsu.edu), *Professor of Education and Acting Chair, Curriculum and Instruction, Department of Curriculum and Instruction*, EDD, Oklahoma State University; MED, Midwestern State University; BSED, Texas Christian University

Karla W Eidson, PHD (kwe002@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; MS, Texas AM University; BS, Texas AM University

Andrea S Foster, PHD (asf004@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; MED, Texas AM University; BS, Texas AM University

Victoria Smith Hollas, PHD (torihollas@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; BA, Houston Baptist University

James W Hynes, PHD (jwh009@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; MS, Univ of Illinois-Urbana; BA, Univ of Illinois-Urbana

Daphne Diane Johnson, PHD (edu_dxe@shsu.edu), *Professor of Education, Department of Curriculum and Instruction*, PHD, Univ of Houston-Main; MS, Univ of Houston-Clear Lake; BSED, Univ of Houston-Main

Andrey Vitalyevich Koptelov, PHD (axk022@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, PHD, Academy of Pedagogical Science; BED, Kirov State Pedagogical Inst

Mae Ann Lane, EDD (mal024@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, EDD, Sam Houston State University; MED, Texas AM - Commerce; BA, Abilene Christian University

Kimberly N Laprairie, PHD (knl007@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, PHD, LSU AM College; PHD, LSU AM College; MED, Univ of Louisiana-Lafayette; BBA, Henderson State University

Robert Maninger, EDD (rmm023@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, EDD, Univ of North Texas; MED, Tarleton State University; BSED, Lubbock Christian University

Laurice Mc Carty Nickson, PHD (lmc005@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction*, PHD, Prairie View AM University; MED, Sam Houston State University; MED, Loyola University Maryland; BS, Mississippi State University

Jalene Paige Potter, PHD (jpp015@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM-Corpus Christi; MS, Texas AM-Corpus Christi; BS, Texas AM-Corpus Christi

Marilyn Petrus Rice, PHD (edu_mpr@shsu.edu), *Professor of Education, Department of Curriculum and Instruction*, PHD, Texas AM University; MED, Sam Houston State University; BSBA, Univ of Arkansas-Fayetteville

Samuel L. Sullivan, EDD (cai_sls@shsu.edu), *Professor of Education, Department of Curriculum and Instruction*, EDD, Oklahoma State University; MAT, Central State University; BS, Central State University

Sylvia R Taube, PHD (edu_srt@shsu.edu), *Associate Professor of Education, Department of Curriculum and Instruction, PHD, University of Albany, Suny; MAT, University of the Philippines; BSED, Mindanao State University*

Rebecca Ann Wentworth, PHD (raw034@shsu.edu), *Assistant Professor of Education, Department of Curriculum and Instruction, PHD, Colorado State University; MED, Oakland University; BSED, Central Michigan Univ*

Interim Faculty