CURRICULUM AND INSTRUCTION (CIED)

CIED 5085. Advanced Research in Teaching. 1-3 Hours.
In this course, candidates will analyze educational issues by conducting a research study on a topic of their choosing. A scholarly qualitative or quantitative final paper and presentation of the research will be submitted. Variable Credit (1 to 3).
Prerequisite: 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.
In this course, candidates will examine the complexity of the role of professional educators. The history of American education, school reform, professional ethics, technology, and diversity will be addressed.

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 5344. Theoretical Foundations for Curriculum. 3 Hours.
In this course, candidates learn the theoretical foundations for curriculum conceptualization, development, evaluation and implementation. Emphasis will be on value and empirical bases of curriculum decision-making strategies for curriculum change.

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.
In this course, candidates will read published research critically, integrate findings with personal experience in order to make reflective instructional decisions, and participate in pedagogical research involving theory building and elementary statistics.
Prerequisite: 9 Graduate level hours in education.

CIED 5382. Instructional Coaching. 3 Hours.
In this course, candidates will examine and engage in a form of job-embedded professional development focused on improving educational practice in order to enhance and build skills as an educational leader.

CIED 5383. Integrating Curnt Tech In Tchg. 3 Hours.
In this course, candidates will study the pedagogical knowledge and instructional skills needed for integrating modern technology tools and approaches in educational process as well as engaging strategies for virtual/online settings and mobile learning.

CIED 5384. Curricular Trends For Clss Tch. 3 Hours.
In this course, candidates will examine current trends in curriculum, curriculum development, and assessment of existing curriculum.

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.
In this course, candidates will design and implement effective assessments for a variety of learners as well as provide focused and meaningful feedback. In addition, candidates will critically analyze data for purposes of accountability focused on improving individual and/or organizational performance.

CIED 5394. Developing Curriculum for Adults. 3 Hours.
In this course, candidates will examine principles of adult learning, factors affecting curricular design for adults, curriculum planning, implementation, and outcome evaluation.

CIED 7331. Teaching Strategies for Developmental Mathematics. 3 Hours.
This course explores research and practical application of mathematical concepts related to developmental mathematics education. Principals 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.