

CURRICULUM AND INSTRUCTION (CIED)

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). Course Equivalents: CIED 5387 .

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

This course will examine special topics in the field of Curriculum and Instruction. Variable credit (1-3.)

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 to 3).

Prerequisite: Consent of Department Chair.

CIED 5301. Alternative Teacher Preparation I. 3 Hours.

Students investigate educator best practices with a focus on responsible teaching, instructional strategies, differentiation, and assessment. The course focuses on how common classroom themes can impact the flow and structure of a classroom with intentional focus on best practices and research-based instructional strategies.

CIED 5302. Alternative Teacher Preparation II. 3 Hours.

Students continue to develop their skills of applying educator best practices with a focus on responsible teaching, instructional strategies, differentiation, and assessment. The course focuses on how to implement best practices and research-based instructional strategies for all learners. May be taken concurrently with CIED 5301.

Prerequisite: CIED 5301.

CIED 5333. Role of the Professional Educator. 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 United States 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. Advanced Techniques and Methods of Instruction. 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. Foundations of Education Research. 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 5371. Applied Research in Education. 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. Course Equivalents: CIED 5085, CIED 5385

Prerequisite: CIED 5370.

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 Current Technologies in Education. 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. 3 Hours.

In this course, candidates will examine current trends in curriculum, curriculum development, and assessment of existing curriculum.

CIED 5390. Advanced Methods for Classroom Management and Discipline. 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 In Teaching Elementary Mathematics. 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. Problems In Teaching Elementary Science. 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 and Accountability. 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. Curricula for Adult Learning. 3 Hours.

In this course, candidates will examine principles of adult learning, factors affecting curricular design for adults, curriculum planning, implementation, and outcome evaluation. Course Equivalents: CIED 6394 .

CIED 5396. Problems In Teaching 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. Human Growth & Learning. 3 Hours.

In this course, candidates will examine theory and current research concerning the growth and development of the individual through the lifespan. Emphasis will be on physiological development including development of the brain, psychological, emotional, and social development.

CIED 5398. Practicum in Classroom Instruction I. 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. Practicum in Classroom Instruction II. 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 7088. Special Topics. 1-3 Hours.

This course offers graduate students the option of registering for a multi-topic course. The student can take the course under various special topics being offered. Variable Credit (1 to 3). Course Equivalents: LITC 7088, READ 7088 .

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 7339. Policy and the Curriculum. 3 Hours.

Students examine the impact of educational policy as it influences K-12 education and the curriculum in Texas and the United States. Key concepts in educational policy and the way in which the policies impact systems of education at the local, state, and national level are examined, as are power structures created by educational policies. The course also considers the influence of curricular theories and policies.

Prerequisite: Admission to the Ed.D. program in Literacy.

CIED 7349. Curriculum Studies. 3 Hours.

Students engage with the history of curriculum studies while simultaneously looking ahead to its future. They discuss the best in past and present curriculum studies scholarship, engage in thoughtful combinations of well-recognized and pivotal work providing a complete survey of the discipline, coupled with concrete examples of innovative curriculum and an examination of current topics, and analyze contemporary and historical contributions tackling issues such as high-stakes testing, multicultural literacy, and climate change.

Prerequisite: Admission to the Ed.D. program in Literacy.

CIED 7359. Learning Theories and Praxis. 3 Hours.

Candidates integrate foundational research and current knowledge to present original perspectives on learning theories and curricular design from childhood through adulthood. Topics such as the social context of learning, self-directed, informal, and non-formal learning, critical perspectives on learning theories, including epistemological considerations in learning, as well as cognitive and socio-cognitive development are covered.

Prerequisite: Admission to the Ed.D. program in Literacy.

CIED 7369. Philosophical Foundations of Education. 3 Hours.

Students study the strong overlap between philosophy and education with emphasis on the implications of their presuppositions for educational theory and practice. Philosophies of education and theories of schooling are applied to the study of current practices and issues in education and to the development of educational policy and practice.

Prerequisite: Admission to the Ed.D. program in Literacy.

CIED 7379. Educator Activism, Equity, and Advocacy. 3 Hours.

Students investigate educator activism with a focus on tangible steps to create change through advocacy and action. The course focuses on how themes of conflict, compromise, cooperation, and consensus found in curricula can be addressed with an intentional mindset that promotes cooperation and solution driven instruction.

Prerequisite: Admission to the Ed.D. program in Literacy.

CIED 7389. Advanced Survey of Curriculum Research in Education. 3 Hours.

Seminar topics are presented which address a wide variety of current issues and questions of interest to literacy educators and researchers. Topics are designed to assist doctoral students gain currency in specific areas and to explore a possible research agenda. These topics range from international literacy, literacy in an electronic age, to planning literacy pedagogy for teacher preparation programs. Course Equivalents: READ 7301 .

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 Education. 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 Mathematics Education. 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.