Education Courses

als. Lesson demonstration and analysis. (2 lecture, 2 lab hours) (Instructional materials fee, $5) **FS**

CI 161. Methods and Materials in Secondary Teaching (3)
Prerequisites: CI 152 and CI 159 or concurrent enrollment; admission to credential program or teaching experience. A methods course in secondary school subjects. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques. (Instructional materials fee for Single Subject — Art Methods and Materials enrollees, $10)

CI 171. Understanding the Learner, Instructional Design, and Assessment (3)
Prerequisites: admission to the Multiple Subject Credential Program. Students not concurrently enrolled in EHD 174 need to make special arrangements with instructor. Course focuses on applied psychology, developmental/learning theory, research, and assessment as it relates to the learner. Students examine the design of integrated curriculum in K-8 classrooms and investigate reforms, curricular theories, and instructional models. **FS SU** (2 lecture, 2 lab hours)

CI 171ECE. Psychological Contexts of Teaching and Learning (3)
Prerequisites: admission to Multiple Subject Credential, Early Childhood Education Program. Explores child context (0-8). Examines typical/atypical development, psychological theory, research, practice, and current issues. (2 lecture, 2 lab hours) **FS**

CI 175. Science Instruction and Applied Technology (3)
Prerequisites: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with instructor. Course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms. (2 lecture, 2 lab hours) (Instructional materials fee, $5) **FS**

CI 176. Mathematics Instruction and Applied Assessment (3)
Prerequisites: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with instructor. Course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms. (2 lecture, 2 lab hours) **FS**

CI 180T. Topics in Curriculum, Teaching, and/or Educational Technology (1-3; max total 9)
Issues and topics in curriculum and instruction; elementary, middle school, and secondary education; technology, and computer literacy. **FS**

CI 190. Independent Study (1-3; max total 6)
See *Academic Placement — Independent Study.* Approved for *RP* grading. **FS**

GRADUATE COURSES
(See *Catalog Numbering System.*)

Curriculum and Instruction (CI)

CI 210. Current Issues and Trends in Mathematics Education (3)
Examination and analysis of state, national and international issues related to K-12 mathematics curriculum, instruction, and assessment with implications for teachers, educational leaders, and policy makers. Provides professional development resources for mathematics teachers at all instructional levels. (Formerly CTET 280T)

CI 212. Mathematics Education in the Primary Grades (3)
Mathematics content and methods for primary grades. Focus is on using research about children's mathematical understanding and mathematics classrooms to inform instructional decisions.

CI 225. Integration of Technology across the Curriculum (3)
Prerequisite: CTC Level 1 technology requirements and completion of final student teaching, or admission to a graduate program, or permission of department chair. Appropriate use of advanced technologies to enhance teaching and learning: accessing and evaluating information, analyzing and solving problems, and communicating ideas. Meets CTC Level 2 technology requirements. (2 lecture, 2 lab hours)

CI 227. Current Issues and Trends in Educational Technology (3)
Focuses on the social, economic, and psychological impacts of technology on schools, teaching, and learning. Students examine issues from a historical perspective and formulate a vision of the future of educational technology through readings, discussions, and research.

CI 229. Designing Virtual Realities for Education (3)
Provides students with the skills and knowledge to design virtual reality representations of partner institutes in the region. Working in groups, students create educational products that will be posted on the Web. (Formerly CTET 280T)

CI 230. Planning and Implementing Innovative Technology Programs (3)
Strategies for implementing change in educational settings; planning for equitable technology use; planning and instituting effective staff development programs; managing resources, including networking equipment; locating, developing, and coordinating funding sources; and gaining parent and community support.

CI 240. Social Justice and the Multicultural Classroom (3)
Cultural and political contexts of schooling; foundations of education. Students learn how to enhance educational equity by providing multicultural curriculum, culturally responsive pedagogy, and culturally appropriate assessment. They conduct Web-supported classroom research and use Web-based collaborative tools with teachers, families of pupils, and community members.

CI 241. Teaching for Equity and Justice in the Multicultural Classroom: Practice into Theory (3)
Theory and practical application of multicultural curriculum design. Continued attention to learning theory, instructional theory, and the role of technology in education. Focus is on what knowledge is most worth teaching, given curriculum standards and the explosion of knowledge in a diverse society.

CI 245. Investigating Practice in the Diverse Classroom: Practitioner Research (4)
Overview of the epistemological, political, and methodological issues associated with teacher/practitioner research, its progress historically, and the specific questions and issues investigated through teacher/practitioner research. Investigation of multicultural teaching as reflected in curriculum, teacher practice, and assessment of student learning.