The College of Education offers course work which leads to the Master of Education in Instructional Leadership, with concentrations in seven areas: Early Childhood Education; Elementary Education; Science Education; Secondary Education; Educational Studies; Literacy, Language, and Culture; and Policy Studies. Contact the College of Education for more information about specific course requirements and information regarding which concentrations lead to Illinois Professional Educator licensure and endorsements.

Admission and Degree Requirements
- MEd in Instructional Leadership (http://catalog.uic.edu/gcat/colleges-schools/education/inst-lead/med)

Curriculum and Instruction Courses
CI 400. Anthropology & Education. 3 or 4 hours.
This course uses an anthropological approach in the study of formal and informal educational processes to understand the relationship between education, culture and society as represented in ethnographic texts. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Consent of the instructor. Recommended background: ED 100, and ED 135, and ED 205; and ANTH 100 or ANTH 101.

CI 401. Methods of Reading: Early Literacy in Urban Classrooms. 3 hours.
Exploration of literacy assessment and teaching (including decoding, early writing, spelling, oral language, and comprehension), with a focus on learning to read and write. Course Information: Previously listed as ED 257.

CI 402. Reading and Writing in the Content Areas: Intermediate Literacy in Urban Classrooms. 3 hours.
Exploration of advanced aspects of literacy instruction (e.g., comprehension, writing, literacy in the content areas), with a focus on reading and writing to learn. Course Information: Previously listed as ED 340. Prerequisite(s): CI 401 and junior standing or above and admission to the Bachelor of Arts in Elementary Education program.

CI 403. Literacy in the Disciplines: Adolescent Literacy in Urban Classrooms. 3 hours.
Exploration of using literacy in disciplinary content areas, including building prior knowledge and specialized vocabulary. Course Information: Previously listed as ED 341. Prerequisite(s): Junior standing or above and admission to the B.A. in Urban Education, Concentration in Elementary Education Program. Successful completion of CI 402.

CI 404. Teaching and Learning Mathematics in the Urban Elementary Classroom. 3 hours.
Helps prospective elementary teachers create a foundation from which they can develop an exemplary mathematics teaching practice. Course Information: Previously listed as ED 342. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education, and MATH 140 and MATH 141 or the equivalent courses.

CI 405. Teaching and Learning Science in the Urban Elementary Classroom. 3 hours.
Learning how to teach core scientific and engineering ideas, crosscutting concepts, and practices to advance student learning with a focus on community and societal relevance. Course Information: Previously listed as ED 343. Prerequisite(s): Junior standing or above; and consent of the instructor.

CI 406. Teaching and Learning Social Sciences in the Urban Elementary Classroom. 3 hours.
Models effective teaching of history and social sciences in urban classroom grades 1-6, in a way that is inclusive of diverse peoples, cultures, and histories. Students learn to teach core concepts, intellectual skills, and participatory dispositions. Course Information: Previously listed as ED 344. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education.

CI 410. Literature, Social Studies, and the Arts in the Elementary School. 4 hours.
Theory and practice in curriculum development, planning instruction, and assessing learning in elementary classrooms. Literature, social studies, and the arts content foci. Course Information: Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 411. Creating Learning Environments in the Elementary School. 3 hours.
Examination of beliefs about teaching culture and learning in urban America in relation to the creation of learning environments with emphasis on application of state standards in classrooms and the development of a electronic teaching portfolio. Course Information: 30 hours of fieldwork required. Prerequisite(s): Graduate standing and CI 412. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion, one Lecture-Discussion and one Practice.
CI 412. Dynamics of Learning Environments. 3 hours.
Exploration of multiculturalism and bilingualism/biculturality in schools and families. Continued development of electronic portfolio for meeting Illinois professional teaching and technology standards. Course Information: Prerequisite(s): Graduate standing and Enrollment in M.Ed. in Elementary Education Program. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion, one Lecture-Discussion and one Practice.

CI 413. Foundations of Literacy Instruction, K-8. 4 hours.
For prospective teachers, introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language and literacy; connections to school subjects; aligning instruction, assessment, standards. Course Information: Extensive computer use required. Word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks. Prerequisite(s): Graduate standing.

CI 414. Middle and High School Literacy. 3 hours.
Focuses on the teaching of reading and writing strategies appropriate for disciplinary learning and expression. Course Information: Field work required. Prerequisite(s): Junior standing or above; and consent of the instructor.

CI 428. Curriculum and Teaching in Secondary Education. 3 hours.
Introduction to the study of curriculum and teaching. Specificaly designed for graduate students wanting to become middle and high school teachers, students who are newly admitted to the secondary education program. Course Information: Credit is not given for CI 428 if the student has credit for ED 430. Field work required. Prerequisite(s): Open only to Master's degree students in the Secondary Education Program; and consent of the instructor.

CI 430. Teaching Middle Grades Social Sciences: Content and Methods. 3 hours.
Models effective teaching of history and the social sciences in the urban elementary classroom grades 5-8, in a way that is inclusive of the diverse peoples, cultures, and histories that make up our society. Course Information: Prerequisite(s): Junior standing or above; or consent of the instructor. Restricted to students in the College of Education and Secondary History Education Program students in LAS.

CI 450. Literacy and Society. 4 hours.
Explores the significant role of literacy in cognition, law, economics, social and personal life and its implications for teaching and learning. Course Information: Extensive computer use required. Prerequisite(s): Graduate standing.

CI 464. Bilingualism and Literacy in a Second Language. 4 hours.
Theoretical foundations of second language acquisition and the teaching of English as second language. Methods and materials for teaching reading and writing in bilingual/ESL settings. Course Information: Prerequisite(s): CI 481 or ED 258; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 469. The Learning and Teaching of Physics. 4 hours.
Provides teacher candidates with the foundations and experiences necessary for teaching physics in secondary schools. For those currently teaching, it will also provide tools and background to improve their physics instruction. Course Information: 4 hours. Same as PHYS 469. Extensive computer use required. Prerequisite(s): PHYS 244; or approval of the department. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

CI 470. Language, Culture, and Learning in Urban Classrooms. 4 hours.
An introduction to the study of multilingualism, language development, learning, and methodologies for teaching in linguistically and culturally diverse educational settings. Course Information: Previously listed as ED 346. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 472. Language Proficiency Assessment and ESL Instruction. 4 hours.
English language proficiency assessment instruments and procedures; effective planning and ESL instructional practices; methods, materials, and technology resources for teaching ESL in K-12 school settings. Course Information: Prerequisite(s): CI 481 or ED 258; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 473. Foundations and Current Issues in Educating English Language Learners. 4 hours.
Philosophical, theoretical, socio-cultural and educational examination of learning and achievement issues that culturally and linguistically diverse students face in American schools. Course Information: Field work required. Prerequisite(s): Junior standing or above. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 478. Assessment and Instruction: A Multilingual/Multicultural Perspective. 4 hours.
Methods and materials for teaching English language learners (ELLs) in bilingual/ESL classrooms. Emphasis upon curricular and methodological practices, assessment for academic placement, and instruction. Course Information: Prerequisite(s): CI 481 or ED 258; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 483. Methodology of Second Language Teaching. 3 or 4 hours.
Approaches, methods, and techniques for teaching second languages with a focus on speaking, listening, writing, reading, and on assessment and curriculum/syllabus design. Course Information: Same as LING 483 and LCSL 483. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Junior standing or above and consent of the instructor.

CI 484. Curriculum and Instruction in the Middle School. 3 hours.
Philosophy, curriculum, and instructional methods for teaching middle grade students (grades five through eight). Content area reading is included. Course Information: Prerequisite(s): EPSY 255 or both ED 200 and ED 210; or graduate standing and either ED 402 or ED 403, and ED 421; and approval of the of the College of Education.

CI 494. Special Topics in Curriculum and Instruction. 1-4 hours.
Exploration of an area not covered in existing course offerings. Content varies. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

CI 500. Proseminar in Curriculum and Instruction. 1 hour.
Research-oriented colloquia on issues in curriculum and instruction. Serves as introduction to faculty research interests. Provides opportunity to consider issues in research design. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Prerequisite(s): Admission to the Ph.D. in Education program or consent of instructor.
CI 503. Advanced Foundations of Literacy Instruction, K-8. 4 hours.
Introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language and literacy; connections to other school subjects; aligning instruction, assessment, standards. Course Information: Extensive computer use required [word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks]. Prerequisite(s): CI 450; or consent of the instructor. Open to Master's degree students and Ph.D. degree students. Recommended background: Admission to M.Ed. in Instructional Leadership: Literacy, Language and Culture.

CI 504. Secondary Literacy. 4 hours.
Focuses on the foundations of literacy and on the literacy processes of middle and secondary students and how these processes apply to reading and writing in the disciplines. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 505. Integrated Reading and Writing Instruction. 4 hours.
Examination of the reading-writing relationship. Specific instructional strategies for teaching reading and writing together in the elementary grades. Course Information: Prerequisite(s): CI 413; or consent of the instructor.

CI 507. Teaching and Learning Mathematics in the Elementary School. 4 hours.
For prospective teachers, integrating mathematics content with teaching and learning issues, including adapting and developing curriculum, planning, classroom interactions, and assessment in K-9 classrooms. Course Information: Recommended background: Admission to M.Ed. in Instructional Leadership Concentration in Elementary Education program.

CI 508. Teaching and Learning Science in the Elementary School. 4 hours.
For prospective teachers, development of multiple frameworks for facilitating the learning of science in students of various abilities, cultures, and backgrounds. Course Information: Recommended background: Admission to M.Ed. in Instructional Leadership Concentration in Elementary Education program. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 509. Reading and Writing with Young Children. 4 hours.
The early writing and reading behaviors of children and how these develop during the primary grades. Observation, teaching, and assessing are emphasized. Course Information: Prerequisite(s): ED 422; and consent of the instructor.

CI 511. Student Teaching in the Elementary Grades I. 6 hours.
Culminating course in graduate elementary teacher education. Meets Illinois State Board of Education requirements for certification. Course Information: Prerequisite(s): Completion of all professional education courses and program requirements. Must enroll concurrently in CI 512. Class Schedule Information: To be properly registered, students must enroll in one Discussion/Recitation and one Practice.

CI 512. Student Teaching in the Elementary Grades II. 6 hours.
The culminating course in the graduate elementary teacher education sequence. Meets Illinois State Board of Education requirements for certification. Course Information: Prerequisite(s): Graduate standing and concurrent registration in CI 511 required. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

CI 513. Reading and Writing in the Disciplines. 4 hours.
Focuses on the foundations of literacy and on the literacy processes of middle and secondary students and how these processes apply to reading and writing in the disciplines. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 514. Student Teaching in the Elementary Grades. 12 hours.
Reinforces in-service teacher work and is designed to provide hands-on classroom experience that complements the theory provided in the classroom courses. Course Information: Prerequisite(s): Consent of the instructor.

CI 515. Student Teaching in the Elementary Grades Part 2. 4 hours.
Continued study of theoretical and practical issues concerning the etiology of literacy problems and clinical diagnostic techniques. Children with reading problems are diagnosed and taught in the practicum component. Course Information: Prerequisite(s): CI 450; and CI 503 or CI 504; and consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 516. Research on Mathematics Teachers and Teaching. 4 hours.
Grounds students in research on mathematics teachers and teaching, while situating the literature within the broader sociopolitical context. Course Information: Prerequisite(s): Admission to the Ph.D. in Mathematics and Science Education and graduate standing; or consent of the instructor. Recommended background: Experience in STEM (science, technology, engineering, mathematics) education.

CI 517. The Sociopolitical Context of Mathematics and Science Education. 4 hours.
Examines the sociopolitical context of mathematics and science education to understand how these domains interact with local, global, sociopolitical forces and movements. Course Information: Prerequisite(s): Admission to the Ph.D. in Mathematics and Science Education; or consent of the instructor. Recommended background: Experience in STEM (science, technology, engineering, mathematics) education.

CI 518. Race, Identity, and Agency in Mathematics and Science Education. 4 hours.
Examines research on the learning of mathematics, including: whole number concepts and operations, rational numbers and proportional reasoning, algebra, functions, geometry, probability and statistics, problem solving, and proof. Course Information: Prerequisite(s): Admission to the Ph.D. in Mathematics and Science Education and graduate standing; or consent of the instructor. Recommended background: Experience in STEM (science, technology, engineering, mathematics) education.

CI 519. Research on the Learning of Mathematics. 4 hours.
A look at the K-12 curriculum from three perspectives: theoretical (epistemological, learning, teaching), political (whose interests are served) and practical (implementation issues in schools). Course Information: Prerequisite(s): Consent of the instructor.

CI 520. The K-12 Mathematics Curriculum: Theory, Politics and Reform. 4 hours.
Participants will analyze the theories and methods that inform the K-12 curriculum from three perspectives: theoretical (epistemological, learning, teaching), political (whose interests are served) and practical (implementation issues in schools). Course Information: Prerequisite(s): Consent of the instructor.

CI 525. Assessment and Instruction for Struggling Readers, K-12, Part 1. 4 hours.
Theoretical and practical issues concerning the etiology of reading problems and clinical diagnostic techniques. Children with reading problems are diagnosed and taught in the practicum component. Course Information: Prerequisite(s): CI 450; and CI 503 or CI 504; and consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 526. Assessment and Instruction for Struggling Readers, K-12, Part 2. 4 hours.
Continued study of theoretical and practical issues concerning the etiology of literacy problems and clinical diagnostic and instructional techniques. Practicum involves tutoring clients in the UIC Reading Clinic. Course Information: Prerequisite(s): CI 525. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.
CI 527. Reading Specialists as Literacy Leaders. 4 hours.
Theories and practices related to the role of the reading specialist, including management and evaluation of support systems, programs, personnel, and professional development in literacy. Course Information: Prerequisite(s): CI 450 and CI 503 and CI 504.

CI 528. Assessing Literacy in Classrooms. 4 hours.
Introduction to and practicum in K-12 classroom literacy assessment and its relation to literacy instruction. Addresses purposes of and techniques for conducting/interpreting specific literacy assessments. Course Information: Extensive computer use required [word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks, use of power point, excel and SPSS]. Prerequisite(s): CI 450 and CI 503 and CI 504 and consent of the instructor. Open only to Master's degree students. Recommended background: Admission to M.Ed. in Instructional Leadership: Literacy, Language and Culture. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 529. Secondary Science Education in Urban Settings. 4 hours.
Introduction to the study of curriculum and teaching for those interested in urban education and who want to become secondary science teachers at the middle and high school levels. Course Information: 4 hours. Field work required. Recommended background: An undergraduate degree in a science field. Class Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 530. The Learning and Teaching of Secondary Science in Urban Schools. 4 hours.
Prepares science teacher candidates with the knowledge, skills and dispositions needed for teaching secondary science in urban contexts. Course Information: Field experience required.

CI 535. Studies in Literacy Research and Teacher Inquiry. 4 hours.
Analysis of methodologies and topics of reading research; decision-making processes for effective literacy instruction based on research; skills and strategies in designing teacher inquiry. Course Information: Extensive computer use required [word processing on writing; search engines for identifying research studies, including teacher researcher websites]. Prerequisite(s): CI 450 or CI 503 or CI 504; and consent of the instructor. Admission to the M.Ed. in Instructional Leadership: Language, Literacy and Culture program or consent of the instructor.

CI 536. Colloquium on Literacy. 1 hour.
Various areas of reading, writing, and literacy including research on learning, instruction, and use. Course Information: Field experience required.

CI 539. Internship in Instructional Leadership. 4 hours.
Conceptualization, development, implementation, analysis, and interpretation of a curriculum and/or instructional improvement in an educational setting (supervised by university faculty and leadership from the setting). Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): CI 532. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 540. Linguistics for Teachers. 4 hours.
Introduction to linguistic concepts as they apply to teaching in monolingual and bilingual classrooms. Relation of linguistic theory to theories of language and cognition. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 541. Oral Language: Its Development and Role in the Classroom. 4 hours.
Analysis of oral language development and children's varying patterns of language use; analysis of talk in classroom settings and instructional decision-making processes to assess and optimize student learning. Course Information: Extensive computer use required. Field work required. Prerequisite(s): CI 450 and either CI 503 or CI 504. Restricted to graduate students in education, psychology, or English.

CI 542. Improving School/District Literacy Achievement. 4 hours.
Review of research on school/factors implicated in improvement of literacy achievement. Role of empirical evidence (best practices, scientifically based research, research synthesis, beat the odds studies) in school decision making and policy. Course Information: Prerequisite(s): CI 450 and CI 503 and CI 504.

CI 544. Foundations of Writing. 4 hours.
Introduction to K-8 writing research, theory and practice, including writing development, processes, text pedagogy, assessment. Combination of academic study of writing with guided inquiry. Course Information: Computer use required [word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks, use of power point and web-page composers]. Prerequisite(s): CI 450. Recommended background: Admission to the M.Ed. in Instructional Leadership: Literacy, Language and Culture.

CI 545. Educational Evaluation. 4 hours.
Examination of theoretical and operational assumptions of alternative evaluation models; analysis and critique of evaluation case-studies. Course Information: Prerequisite(s): Admission to Ph.D. in Education program.

CI 546. Children's and Adolescent Literature. 4 hours.
Overview of trade books written for children from preschool through adolescence. Emphasizes critically reading, selecting, evaluating books appropriate for developmental stages, curricular connections, and students in our multicultural society. Course Information: Prerequisite(s): CI 450 and CI 503 and CI 504; and consent of the instructor.

CI 548. Leading Improvement of Literacy Learning. 4 hours.
Leadership development to promote effective reading and writing instruction across the curriculum with particular attention paid to effective organizational and instructional strategies for PreK-12 students. Course Information: Same as EDPS 548. Prerequisite(s): Consent of the instructor.

CI 549. Critical Pedagogy: Practice and Theory. 4 hours.
Examine theory and practice of social justice teaching in schools, including: history liberatory pedagogies, culturally relevant and critical pedagogies, funds of knowledge, critical multiculturalism and anti-racist pedagogy, critical race theory. Course Information: Same as EDPS 549. Prerequisite(s): Consent of the instructor.

CI 550. Conflicts in Curriculum. 4 hours.
Analysis of theoretical models for curriculum development, special attention to alternative, and often conflicting viewpoints about the particulars of the development process. Course Information: Prerequisite(s): Admission to a graduate program in education.

CI 551. Practitioner Research in Science Contexts. 4 hours.
Introduction to practitioner research as a valid form of research, a change agent process, and lifelong professional development. Students examine practitioner research literature and methodologies and conduct their own study in science education. Course Information: Recommended background: An interest in science education and science-related field context in which to do practitioner research.
CI 552. Curriculum and Cultural Context. 4 hours.
Influence of cultural, political, sociological, and economic factors on curriculum, at the institutional, institutional, societal, and ideological levels. Course Information: Prerequisite(s): CI 574 or consent of instructor.

CI 553. History of Curriculum Thought. 4 hours.
Analysis of selected documents on curriculum theory and policy from antiquity to present; secondary treatments and primary sources; interaction of theory and practice. Course Information: Prerequisite(s): CI 574 or consent of the instructor.

CI 556. Proseminar in Literacy, Language and Culture. 4 hours.
Socialization of students into field through intensive introduction to literacy, its relationship to language and culture, using the collective knowledge and research experience of faculty. Emphases on developing student inquiry in urban contexts. Course Information: Restricted to first year doctoral students with a specialization in Literacy, Language, and Culture.

CI 557. Proseminar in Literacy, Language, and Culture. 4 hours.
Socialization of students into field through intensive introduction to literacy, its relationship to language and culture, using the collective knowledge and research experience of faculty. Emphases on developing student inquiry in urban contexts. Course Information: Restricted to first year doctoral students with a specialization in Literacy, Language, and Culture.

CI 559. The Social and Cultural Contexts of Literacy and Literacy Instruction. 4 hours.
Critical examination of theoretical and methodological orientations that inform the study of socio-cultural influences on the definition and practices of literacy in classrooms, at school level, and in out of school contexts. Course Information: Prerequisite(s): Consent of the instructor.

CI 562. Design and Conduct of Literacy Research. 4 hours.
Design principles for the study of literacy development and education. Emphasis is on examining lines of literacy research from multiple design perspectives; relationship between research design and theory and epistemology. Course Information: Field work required. Computer use required. Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 563. Analysis of Research in Literacy. 4 hours.
Critical analyses of literacy-related research methods, their implications for interpreting research, the forms in which research is published; manuscript review process, and ethical considerations that inform all of the above. Course Information: Prerequisite(s): CI 581 or CI 586; and consent of the instructor.

CI 564. Design and Conduct of Literacy Research. 4 hours.
Introduction to design principles informing the study of literacy development and education. Emphasis on conducting literacy research from multiple design perspectives; and the relationship between epistemology, theory, and research design. Course Information: Prerequisite(s): ED 502 and ED 503 and CI 563. Priority in enrollment will be given to students admitted into Literacy, Language, and Culture doctoral program.

CI 566. Research on Science Curriculum. 4 hours.
Examines issues related to K-12 science curriculum in school classrooms and how they are related to teaching and learning science. Course Information: Prerequisite(s): Graduate standing and admission to the Math & Science Education concentration or consent of the instructor.

CI 567. Research on Science Teaching and Teacher Education. 4 hours.
Examines issues related to teaching science in and out of schools and to the preparation and development of teachers of science. Course Information: Prerequisite(s): Graduate standing and admission to the Math & Science Education concentration or consent of the instructor.

CI 568. Research in Children’s and Adolescent Literature. 4 hours.
Topical seminar that examines research on a specific area of children’s or adolescent literature such as multicultural literature, picture books, nonfiction texts, or the development of literacy understanding in children/adolescents. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Consent of the instructor and an undergraduate or master’s level survey course on children’s adolescent literature.

CI 570. Research on Science Learning. 4 hours.
Examines science learning especially of diverse learners in formal and informal settings. Course Information: Prerequisite(s): Admission to the Math and Science Education concentration or to the M.Ed. in Instructional Leadership? Strand B or consent of the instructor.

CI 571. Integrating Mathematics, Science, and ESL. 4 hours.
Curriculum and instructional issues and practice related to the integration of mathematics, science, and English as a Second Language development. Course Information: Prerequisite(s): CI 481 or consent of the instructor.

CI 572. Contemporary Approaches to Mathematics and Science Assessment. 4 hours.
Theory, research, practice and policy related to the assessment of student learning in mathematics and science and how such assessment can be designed to support teaching and learning in these disciplines. Course Information: Prerequisite(s): Admission to the Ph.D. in Mathematics and Science Education and graduate standing; or consent of the instructor.

CI 573. Multimodality, Multiliteracies, and Science and Mathematics Education. 4 hours.
Examines how different forms of communication influence learning and teaching of science and mathematics in formal and informal settings. Course Information: Prerequisite(s): Admission to the Math and Science Education concentration or to the M.Ed. in Instructional Leadership? Strand B; or consent of the instructor.

CI 574. Foundations of Curriculum Studies. 4 hours.
Curriculum as area of inquiry; historical, philosophical, cultural, and related foundations; variations on curriculum theory and practice; alternative paradigms of curriculum inquiry. Course Information: Prerequisite(s): ED 430 or admission to the Ph.D. in Education program or the Ph.D. in Public Policy Analysis program.

CI 575. Seminar in Research Issues with English Language Learners. 4 hours.
Selected topics on research in the education of language minority students for advanced M.Ed. and Ph.D. students. Topics vary each semester. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): CI 481.

CI 577. Literacy In and Out of School. 4 hours.
Analysis of literacy practices in formal and informal contexts. Focus on community and family contributions to literacy learning; emphasis on consequences of cultural congruity and discontinuity between in and out of school literacy practices. Course Information: Prerequisite(s): Consent of the instructor.
CI 578. Advanced Studies in Qualitative Research Methods. 4 hours. The dynamics of data collection and analysis, the use of theory and interdisciplinary frameworks, and writing up and presenting original research. Course Information: Prerequisite(s): ED 502.

CI 579. Bi-Literacy: Theory, Research, and Practice. 4 hours. Theoretical foundations, research paradigms, and issues focusing on bilingual and bi-literacy practices in and between home, school and community contexts. Course Information: Prerequisite(s): Consent of the instructor.

CI 581. Perspectives on Literacy: Theory, Research and Practice. 4 hours. Introduction of doctoral students to perspectives underlying theory, research, and practices related to understanding reading and reading instruction. Study of how research and practice is framed, shaped, and constrained by theoretical perspectives. Course Information: Prerequisite(s): Priority will be given to students admitted into the Literacy, Language, and Culture doctoral program.

CI 582. Research Perspectives on Literacy in the Disciplines. 4 hours. Literacy is an integral part of expertise in the major fields of study. This course reviews the research in literacy and its related constructs in the disciplines of mathematics, science, history, and English. Course Information: Prerequisite(s): Consent of the instructor.

CI 583. Early Literacy: Theory Research and Practice. 4 hours. Analysis of theories and research focusing on the initial phases of young children's acquisition of reading and writing, with emphasis on issues related to instruction. Course Information: Prerequisite(s): CI 503 and consent of the instructor.

CI 584. Semiotics, Literacy, and Learning. 4 hours. Theory and research focusing on language and literacy as they relate to other embodied forms of meaning-making: how these varied meanings are socially and culturally mediated; the ways in which they enable and constrain processes of learning. Course Information: Prerequisite(s): Consent of the instructor.

CI 585. Seminar in Literacy Studies. 4 hours. Selected topics in literacy theory, research and practice for advanced Ph.D. students. Topics vary each semester. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): CI 563 or the equivalent or consent of instructor.

CI 586. Perspectives on Writing Instruction: Theory, Research, and Practice. 4 hours. An examination of research and theoretical perspectives on writing and multimodal text construction including critical reflection on perspectives that have contributed to changes in the ways we view texts, writing, writers, and instruction. Course Information: Prerequisite(s): CI 544; and consent of the instructor. Priority in enrollment will be given to students admitted into Literacy, Language, and Culture doctoral program.

CI 587. Literacy Assessment: Theory, Research, and Practice. 4 hours. Theory and practice in literacy assessment. Measurement issues unique to literacy assessment, including word recognition, vocabulary, comprehension and writing. Critical consideration of how assessment both enables and constrains instruction. Course Information: Prerequisite(s): CI 503 and consent of the instructor.

CI 589. Literacy and Learning Technologies: Theory, Research and Practice. 4 hours. Critical analyses of how technologically based, multimedia transform instruction with a focus on the design of strategies to enhance written, visual and oral literacies using linear and non linear software and online environments. Course Information: Prerequisite(s): Consent of the instructor.

CI 590. Alternative Paradigms of Qualitative Research in Education. 4 hours. Methodology, cases, and rationale for action research, educational criticism, critical ethnography, historiography, and phenomenological hermeneutics as alternatives in qualitative research in education. Course Information: Prerequisite(s): CI 578 or consent of instructor; and admission to Ph.D. in Education program or Ph.D. in Public Policy Analysis program.

CI 592. Apprenticeship in Teacher Education. 1-4 hours. Faculty guidance and supervision of doctoral students' teaching experience related to curriculum and instruction. Variable credit (1-4 hrs) given based upon scope of students' teaching responsibilities, and proposed reflection on them. Course Information: Prerequisite(s): Consent of the instructor and program coordinator.

CI 593. Ph.D. Research Project. 1-8 hours. Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Admission to the Ph.D. in Education program.

CI 594. Special Topics in Curriculum and Instruction. 2-4 hours. Seminar on a preannounced topic focusing on methodology, research and educational implications of recent models of learning, problem solving and thinking. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of instructor.

CI 596. Independent Study. 1-4 hours. Students design, implement and analyze the results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of study adviser.

CI 599. Thesis Research. 0-16 hours. Research on the topic of the student's dissertation. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the dissertation advisor.

Educational Policy Studies Courses

EDPS 412. Politics of Urban Education. 3 or 4 hours. Relations between school governance and politics. The role of educational interest groups, school boards, professional educators, and citizens in formulation and execution of educational policy. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Consent of the instructor.

EDPS 453. Topics in Educational Policy Studies. 3 or 4 hours.
Topics are announced at the time the class is scheduled. Course Information: 3 undergraduate hours. 4 graduate hours. May be repeated to a maximum of 12 hours.

EDPS 480. Youth Culture Community Organizing and Education. 4 hours.
Introduction to the tenets of community organizing in partnership with contemporary interpretations of youth culture as a means to interpret urban public education. Course Information: Prerequisite(s): Graduate standing; or consent of the instructor. Recommended background: Experience with working with youth in K-12 classrooms, community organizations, community centers, and faith-based groups.

EDPS 500. City Schools: Education in the Urban Environment. 4 hours.
Cross-disciplinary, critical analysis of relationships between public schools and school districts and their urban environments, with attention to implications for school improvement. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 501. Education Finance and Budgeting. 4 hours.
Role of government, school boards, and community in funding education. Principles of school and district financial planning, management, and analysis. Equity issues in school finance. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 502. Advanced Foundational Studies in Philosophy of Education. 4 hours.
Advanced investigation of historical and emergent themes in philosophy of education, with specific attention to competing perspectives on human nature and knowing, methods of philosophic inquiry, and the nexus of democratic and educational theory. Course Information: Prerequisite(s): Enrollment in a doctoral program or consent of the instructor. Recommended background: ED 402.

EDPS 503. History and Historiography in Education. 4 hours.
An advanced critical analysis of the history of education in the United States, with specific attention to competing historical perspectives, historical methods of investigation, and the educational histories of different population groups.

EDPS 505. Social Theory in Educational Foundations. 4 hours.
Investigates competing theoretical perspectives in the social foundations of education, addressing the evolution of social and educational theory. Course Information: Prerequisite(s): Enrollment in a doctoral program or consent of the instructor.

EDPS 510. Introduction to Doctoral Education in Policy Studies. 4 hours.
Required doctoral seminar taken in the first year of doctoral study. It introduces students to doctoral education, theoretical perspectives and research problems in both concentrations of the Ph.D. program, Policy Studies in Urban Education. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Admission to the Ph.D. in Policy Studies in Urban Education program or consent of the instructor.

EDPS 511. Introduction to Academic Writing in Educational Policy Studies. 2 hours.
Assesses the academic writing skills of PhD students and introduces them to the various genres of writing they will be doing while completing coursework on the way to their dissertation. Course Information: Satisfactory/Unsatisfactory grading only. Admission to the Ph.D. in Policy Studies in Urban Education program or consent of the instructor.

EDPS 512. Data and Interpretation in Educational Policy Studies. 4 hours.
Methodology course providing students with basic understanding and skills in assessing, interpreting and representing quantitative and qualitative evidence in educational policy studies research. Students study research design and critique. Course Information: Prerequisite(s): ED 500 and enrollment in the Ph.D. in Policy Studies in Urban Education program or consent of the instructor.

EDPS 535. Human Development for School Leaders. 4 hours.
Deepens school leaders' understanding of human development across the lifespan, from birth to adult learning in schools; includes attention to differentiated instruction, SpEd inclusion, and ELL learners in all age groups. Course Information: Same as EPSY 535. Prerequisite(s): Consent of the instructor.

EDPS 544. Research Design in Educational Policy Studies. 4 hours.
Alternative research design models and evaluation methodologies; quantitative and qualitative approaches; ethnography; historiography; experimentation and quasi-experimentation; institutional and practitioner research designs and methods. Course Information: Prerequisite(s): Consent of the instructor or admission to the Ph.D. in Policy Studies in Urban Education, or the Ed.D. in Urban School Leadership.

EDPS 548. Leading Improvement of Literacy Learning. 4 hours.
Leadership development to promote effective reading and writing instruction across the curriculum with particular attention paid to effective organizational and instructional strategies for PreK-12 students. Course Information: Same as CI 548. Prerequisite(s): Consent of the instructor.

EDPS 549. Critical Pedagogy: Practice and Theory. 4 hours.
Examine theory and practice of social justice teaching in schools, including: history liberatory pedagogies, culturally relevant and critical pedagogies, funds of knowledge, critical multiculturalism and anti-racist pedagogy, critical race theory. Course Information: Same as CI 549. Prerequisite(s): Consent of the instructor.

EDPS 550. Improving Education Organizations. 4 hours.
Introduction to theories, processes and leadership of organizational change in education. Particular emphasis is placed on alternative approaches to organizational change in schools, such as "turnaround" change and continuous improvement. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 551. Cycles of Inquiry for Improving Schools. 4 hours.
Introduces an integrated model of school assessment practices that bridges the gap between internal and external assessment; introduces descriptive statistics, data representation and cycles of inquiry as core drivers of continuous improvement. Course Information: Extensive computer use required. Prerequisite(s): Consent of the instructor.

EDPS 552. Leading Urban Schools. 4 hours.
Describes the deep structure of conventional and transformational approaches to the principal's role in improving school leadership. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 553. Leading Urban School Systems. 4 hours.
Leadership and management responsibilities of system-level administrators in urban school districts. Theory and research on system level leadership using case study analysis and field work with system administrators. Course Information: Prerequisite(s): Consent of the instructor.
EDPS 555. Political Economy of Urban Education. 4 hours.
Politics of urban school policy and practice. Interest groups, school boards, educators, citizens, and governments as political actors. Educational leadership in political context. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 556. Leading Classroom Diagnostics and Interventions. 4 hours.
Instructional improvement role of educational leaders of urban schools. Human resource development, parent/community support, supportive organizational contexts. Strategic planning, implementation, and evaluation. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 557. Developing Organizational and Leadership Capacity. 4 hours.
Assessment and development of organizational and leadership capacity in urban schools. Human resource development, parent/community support, supportive organizational contexts. Strategic planning, implementation, and evaluation. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 558. Leading Improvement of Mathematics Learning. 4 hours.
Leadership understandings that promote high quality mathematics instruction with particular attention to student and adult learning for early childhood, intermediate, middle school and high school levels. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 559. Internship in Education Leadership. 4 hours.
Provides on-site coaching, mentoring and classwork to support students' entry into Ed.D. residency, facilitates integration of coursework and leadership practices, and intensifies leadership learning throughout the year. Course Information: 4 hours. May be repeated to a maximum of 8 hours. Extensive computer use required. Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

EDPS 563. Politics of Gender, Sexuality, and Education. 4 hours.
Cross-disciplinary examination of issues related to gender, sexuality, and sexual orientation in education, with critical attention paid to educational policy and practice. Course Information: Same as GWS 563. Prerequisite(s): Consent of the instructor.

EDPS 565. Globalization and Education. 4 hours.
Examines implications of global economic, political, and cultural processes for educational policies and practices at local and national levels. Course Information: Prerequisite(s): Graduate standing; and consent of the instructor.

EDPS 566. Cultural Studies in Education. 4 hours.
Examines origins, evolution, and current frameworks of cultural studies, with a focus on educational policy and practice. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 567. Economics of Education. 4 hours.
Introduction to the economics of education. Relates education and income, studies and conditions for efficient production of education, teacher markets and school finance. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 568. Education and the Law. 4 hours.
Legal rights, responsibilities, and authority of students, parents, teachers, administrators, boards, and government units in relation to schools. Legal issues in education policy and practice. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 570. Historical and Philosophical Analysis of Education Policy. 4 hours.
Historical and philosophical research methodology in the study of educational policy. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 571. The Education Policy Process. 4 hours.
Influences on the processes of educational policy making, adoption and implementation, with a focus on the school leader's role. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 572. Sociology of Education. 4 hours.
Education as a social institution in interaction with other institutions, such as the economy. Topics include the emergence of national systems of education, purposes of education, inequality and educational reform. Course Information: Same as SOC 572. Prerequisite(s): Consent of the instructor.

EDPS 573. Seminar in Education Leadership Practice. 4 hours.
Budget and finance, strategic planning and decision making, communication, use of data and technology, parent/community relations, student support services. Different sections will focus on school-level and system-level administration. Course Information: May be repeated. 4 hours is required for the Illinois Type 75 certificate. Additional hours may be needed for students to satisfy local school system administrator certification requirements (such as Chicago Public School's 1019 requirement). Prerequisite(s): Admission to the Ed.D. in Urban Educational Leadership program and consent of the instructor. Requires concurrent registration in EDPS 559.

EDPS 578. Political Theory and Education Policy. 4 hours.
Theoretical perspectives on the role of politics in the development of educational policy at the federal, state and local levels. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 579. Organization Theory in Education. 4 hours.
Organizational effectiveness and organizational improvement in education. Multi-disciplinary and historical perspectives and their application to understanding the nature and function of educational organizations. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 581. Collective Bargaining in Education. 4 hours.
Role of collective bargaining in governance, function, and improvement of school systems. Models and processes of negotiation, engagement, and conflict resolution. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 582. Cultural Pluralism and Education Policy. 4 hours.
Social philosophical analysis of the theory of cultural pluralism, its relation to the liberal-experimentalist tradition in educational thought; selected equal educational opportunity policies; recent federal and state legislation on multicultural education. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 583. Women in Education. 4 hours.
An overview of girls' and women's educational experiences and placement within the academic structure (as students, professionals and intellectuals). The impact of gender on the realization of educational, economic and social opportunities. Course Information: Same as GWS 583. Prerequisite(s): Consent of the instructor or enrollment in the Ph.D. in Policy Studies in Urban Education program.
EDPS 586. Practitioner Inquiry for School Leaders. 4 hours.
Development and application of systems and protocols that support progressive cycles of formative assessment and institutional problem-solving; leadership development strategies for taking these systems to scale. Course Information: May be repeated to a maximum of 8 hours. Extensive computer use required. Prerequisite(s): Consent of the instructor.

EDPS 587. Methods of Case Study Research. 4 hours.
Study and practice in documentary and field research methods of collecting, organizing and integrating educational data for case study. Includes attention to interviewing, observation, ethnography, and historiography. Course Information: May be repeated to a maximum of 8 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

EDPS 588. Critical Race Theory: Race and Racism in Education. 4 hours.
Examines theories of race and racism in education within the interdisciplinary construct of Critical Race Theory. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 589. Administrative and Leadership Theory in Education. 4 hours.
Introduction to administrative and leadership theory, focusing particularly on issues of leadership and administration in organization context. Applies theory to understanding the effectiveness of leaders and leadership and to contemporary problems. Course Information: Prerequisite(s): Consent of the instructor.

EDPS 591. Professional Capstone Inquiry. 1-8 hours.
Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 12 hours. Prerequisite(s): Consent of student's doctoral advisor.

EDPS 592. Professional Career Training in Education Policy Studies. 1-4 hours.
Faculty supervised training through university teaching, research or field-based practice. Course Information: May be repeated to a maximum of 16 hours. Prerequisite(s): Consent of the instructor and approval of the Department Chairperson.

EDPS 593. Doctoral Research Project. 1-8 hours.
Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Consent of the instructor.

EDPS 594. Special Topics in Educational Policy. 4 hours.
Exploration of an area not covered in existing course offerings. Topics vary. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

EDPS 596. Independent Study in Educational Policy Studies. 1-4 hours.
Students carry out independent study in Educational Policy Studies under the direction of a faculty member. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the advisor and the Department Chairperson.

Research on the topic of the student's dissertation. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the dissertation advisor.

Educational Psychology Courses

EPSY 400. Print-based Instructional Materials: Design and Development. 3 hours.
Focuses on the design and development process for creating and presenting print-based instructional materials for various learning contexts, to include basic analysis, design, layout, and development guidelines. Course Information: Extensive computer use required. Prerequisite(s): EPSY 255.

EPSY 405. Educational Assessment and Evaluation. 3 hours.
Design, administration and scoring of assessments and evaluations useful in educational contexts for measuring different types of learning, program and developmental outcomes, from simple to complex. Course Information: Prerequisite(s): EPSY 255; or junior standing or above; or consent of the instructor.

EPSY 413. Youth Development Colloquium. 1 hour.
Focuses on current issues and trends in the field of youth development. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Prerequisite(s): Junior standing or above.

EPSY 414. Developing Programs for Youth in Urban Contexts. 3 hours.
Survey, evaluation, and development of models and programs designed to facilitate growth, development and learning for diverse youth. Specific focus will be on the urban context. Course Information: Previously listed as CI 416. Prerequisite(s): Consent of the instructor or enrollment in the Youth Development Program.

EPSY 415. Fieldwork in Youth Development in Urban Contexts. 3 hours.
Experience working with programs that foster the developmental needs of young people in urban contexts. Students will design, implement and evaluate programs that promote personal development and independent action among youth. Course Information: May be repeated to a maximum of 6 hours. Previously listed as CIE 415. Field work required. Prerequisite(s): Enrollment in M.Ed in Youth Development or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 416. Systematic Approaches to Program Quality. 3 hours.
An overview of theories and methods in exploring the system of program development, quality implementation, and evaluation. Relevant for those working in diverse settings and with diverse youth. Course Information: Recommended background: coursework in psychology or educational psychology.

EPSY 420. Social Development of Urban Children. 3 or 4 hours.
General principles of social development and how these principles need to be modified for this population of children. Course Information: Same as PSCH 420. 3 undergraduate hours, 4 graduate hours. Prerequisite(s): Admission to a graduate program in education or psychology; or consent of the instructor.
EPSY 429. Constructivist Approaches to Development: Piaget and Vygotsky. 3 or 4 hours.
Piaget's and Vygotsky's theories of development of knowledge. Empirical and logico-mathematical forms of knowledge. Thought and action. Thought and language. Course Information: Same as PSCH 429. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): ED 422 or PSCH 422 or the equivalent and graduate standing in education or graduate standing in psychology or consent of the instructor.

EPSY 430. Interactive Online Instruction: Design and Development. 3 hours.
Focuses on the design and development process for creating interactive e-learning for various learning contexts. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 440. Engaging Multimedia Instruction: Design and Development. 3 hours.
Focuses on the design and development of interactive instructional animations that may stand-alone or be integrated as part of a learning program. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 446. Characteristics of Early Adolescence. 3 hours.
Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Course Information: Same as PSCH 423. Prerequisite(s): Admission to a program in psychology or education; or approval of the College of Education or consent of the instructor, EPSY 210 or EPSY 255 or ED 421 or ED 422.

EPSY 449. Early Childhood/Early Childhood Special Education: Perspectives, Policies and History. 3 hours.
Perspectives, policies, history, and foundations of Early Childhood Education and Early Childhood Special Education. Emphasis on the effects of changing economic, political, legal, social, and views of human development. Course Information: Same as SPED 449 and EDPS 449.

EPSY 450. Assessment and Evaluation of Learning Outcomes and Instructional Products. 3 hours.
Designed to develop knowledge and skills in systematically evaluating student learning and instructional technology product outcomes related to program goals and standards. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 451. Staff Management and Human Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors, supervisors and managers in early childhood programs. Focuses on the administrator's role in staff development and human relations, including recruitment, hiring, retaining, training, support and evaluation of personnel.

EPSY 452. Legal, Fiscal and Program Management for Leaders in Early Childhood Education. 3 hours.
Provides students with opportunities to learn and apply current theories of administration in order to improve their skills in managing early childhood education programs.

EPSY 453. Educational Programming and Community Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors and managers in early childhood programs. Focuses on development and implementation of a program philosophy, curriculum for typically and atypically developing children; and promoting a positive image to the public.

EPSY 465. Cognitive Development and Disabilities. 3 hours.
Theory and research on cognitive development in children with disabilities from infancy through adolescence, in the context of typical development. Models for cognitive assessment and intervention. Course Information: Same as SPED 465. Field work required. Prerequisite(s): EPSY 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 466. Language Development, Diversity, and Disabilities. 3 hours.
Theory and research on language development in children with disabilities, in the context of typical development. Models for language assessment and intervention. Course Information: Same as SPED 466. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 467. Social and Emotional Development and Disabilities. 3 hours.
Exploration of the risk factors and different theoretical approaches associated with the social and emotional development of youth ages 5-21 with and without disabilities. Course Information: Same as SPED 467. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 482. Collaborating with Families, Community, and Professionals. 3 hours.
Explores the dynamics of professional collaboration with families, addressing characteristics, structures, and processes of collaboration for children and youth with and without disabilities. Course Information: Same as SPED 482. Previously listed as EPSY 582. Field work required. Prerequisite(s): SPED 461, applicable to SPED M.Ed. students only; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 494. Topics in Educational Psychology. 1-4 hours.
Seminar on a pre-announced topic focusing on methodology, research and educational implications of recent models of learning, problem solving, and thinking. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): Consent of the instructor.

EPSY 496. Independent Study. 1-4 hours.
Students carry out independent study under the direction of educational psychology faculty member. Course Information: Prerequisite(s): Junior standing or above; and consent of the instructor.

EPSY 500. Proseminar in Educational Psychology I: Socialization into The Field. 2 hours.
Socializes students into Educational Psychology, and covers professional development (e.g., importance of CV, presenting at a conference, IRB, grant proposals), and areas of emphasis (e.g., learning, assessment, statistics, measurement). Course Information: Same as PSCH 550. Satisfactory/Unsatisfactory grading only. Prerequisite(s): Admission to the Ph.D. in Educational Psychology or Education programs; or consent of the instructor.

EPSY 501. Theories of Educational Psychology. 4 hours.
Covers critical theories that drive the research and practice of educational psychology, including theories and research that pertain to student achievement, motivation, beliefs, assessments, teaching, and learning across the life span. Course Information: Same as PSCH 551. Prerequisite(s): EPSY 500 and admission to the Ph.D. in Education program or the Ph.D. in Psychology program; or consent of the instructor.
EPSY 502. Social Psychology of Education. 4 hours.
Social psychological factors influencing academic and social outcomes in schools. Achievement motivation, peer relations, social values in relation to student characteristics and school practice. Course Information: Same as PSCH 517. Prerequisite(s): Admission to the Ph.D. in Education program or the Ph.D. in Psychology program; or consent of the instructor.

EPSY 503. Essentials of Quantitative Inquiry in Education. 4 hours.
Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Course Information: Same as ED 503. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

EPSY 504. Rating Scale and Questionnaire Design and Analysis. 4 hours.
Development and administration of rating scales and questionnaires, analysis of data, and reporting of results. The focus is on rating scales. Course Information: Same as PSCH 504. Previously listed as EPSY 550. Prerequisite(s): ED 501, and ED 503 or EPSY 503 or the equivalents or consent of the instructor.

EPSY 505. Advanced Analysis of Variance and Multiple Regression. 4 hours.
Detailed coverage of the principles of ANOVA models, multiple correlation, and multiple regression techniques as tools for the analysis and interpretations of educational and behavioral science data. Course Information: Extensive computer use required. Prerequisite(s): EPSY 503; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in a Lecture/Discussion and a Laboratory/Discussion.

EPSY 506. Item Response Theory/Rasch Measurement. 4 hours.
Statistical inference with item response theory models, useful to measure an individual's performance on a test or questionnaire. Models include parametric, non-parametric, unidimensional, multidimensional, and cognitive. Course Information: Same as PSCH 506. May be repeated to a maximum of 8 hours. Extensive computer use required. Prerequisite(s): ED 501 and EPSY 503 and EPSY 546 or the equivalent. Appropriate score on the department placement test. Graduate or professional standing required or consent of the instructor.

EPSY 507. Approaches to Analyzing Rating Data. 1-4 hours.
An introduction to various statistical approaches for detecting rater effects and monitoring rater performance. Course Information: Extensive computer use required. Prerequisite(s): ED 501 and ED 503 or the equivalent; or consent of the instructor. Recommended background: EPSY 504 and EPSY 505 and EPSY 506 and EPSY 512 and EPSY 546; and EPSY 547.

EPSY 508. Proseminar in Educational Psychology II: Discourses in the Field. 3 or 4 hours.
Covers proper scientific writing, including the process of scientific argumentation, crafting research questions and ideas, how to write all components of a scientific article, dissertation, conference presentations, and grant proposal. Course Information: Prerequisite(s): ED 503 and ED 505 and ED 506 and enrollment in the PhD program in Educational Psychology or approval of instructor. Recommended background: ED 502.

EPSY 509. Research Design in Education. 4 hours.
Emphasis is placed on discriminating theoretical and program evaluation research, distinguishing the parts of the study, and designing a research proposal. Course Information: Prerequisite(s): Admission to a graduate program.

EPSY 510. Theory of Statistics. 4 hours.
The foundations of statistical analysis and probability modeling, including probability theory, parameter estimation, axioms and principles of rational decision-making, and large-sample theory. Course Information: EPSY 546 or EPSY 547 or EPSY 563; and graduate or professional standing; or consent of the instructor or equivalent.

EPSY 512. Hierarchical Linear Models. 4 hours.
Parametric and semiparametric approaches to hierarchical linear modeling, for the analysis of continuous and categorical multivariate data. These approaches extend on classical linear regression analysis. Course Information: Extensive computer use required. Prerequisite(s): EPSY 546 or EPSY 547 or EPSY 563; and graduate or professional standing; or consent of the instructor or equivalent.

EPSY 514. Non-Parametric Modeling. 4 hours.
Contemporary nonparametric and semiparametric models that make minimal assumptions about the data-generating process, in order to permit more accurate conclusions in data analysis. Course Information: Prerequisite(s): ED 501 and EPSY 503 or the equivalent; and appropriate score on the department placement test.

EPSY 517. Seminar in Urban Youth Development. 4 hours.
In-depth analysis of topics and issues in the field of youth development and its relation to youth program development, with special attention to the urban context. Course Information: Previously listed as CIE 517. Prerequisite(s): Consent of the instructor.

EPSY 519. Curriculum, Instruction and Assessment in Early Primary Grades. 5 hours.
Language arts, mathematics, science, social studies and fine arts curriculum development and instruction in the primary grades. Course Information: Prerequisite(s): EPSY 429 and EPSY 520; and consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 520. Curriculum and Practice in Early Childhood Education I. 5 hours.
Examines curriculum models and methods for fostering learning and development in early childhood. Provides extensive clinical experience in early childhood classrooms. Course Information: Prerequisite(s): EPSY 429 and ED 422; and consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 521. Early Childhood Education Student Teaching. 10 hours.
Instructional methods and curricula in the early childhood classrooms. Discussion of program and child evaluation. Includes full-time supervised student teaching. Course Information: Meets Illinois State requirement for Type 04 Certification by providing supervised student teaching experience. Prerequisite(s): EPSY 519 and EPSY 520; and consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 522. Internship in Early Childhood. 6 hours.
Instructional methods in curricula in Early Childhood Education. Meets Illinois State Board of Education requirement for Type 04 Certification. Course Information: May be repeated. Full-time fieldwork required in early childhood education classroom. Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.
EPSY 525. Advanced Adolescent Development. 3 hours.
Examines current theory and research on physiological, intellectual, emotional, and social development during the adolescent years. Examines relationship amongst individual, interpersonal, and contextual factors related to adolescent development. Course Information: Prerequisite(s): EPSY 446 or EPSY 502 or ED 421 or ED 422 or ED 445; or consent of the instructor. Recommended background: Coursework in Educational Psychology or Psychology.

EPSY 526. Development in Infancy and Early Childhood. 4 hours.
Consideration of development in the preschool years. Stress on theory, research, individual child study, and educational implications. Course Information: Same as PSCH 520. Prerequisite(s): ED 422 or PSCH 422 or the equivalent.

EPSY 530. Achievement Motivation. 4 hours.
The psychology of achievement motivation will be explored from the perspectives of personality, social, and educational psychology. Course Information: Same as PSCH 525. Prerequisite(s): Graduate standing in education or psychology or consent of the instructor.

EPSY 531. Gender, Sexuality, and Adolescent Development. 4 hours.
Focuses on the development of gender and sexuality in adolescence, the ways in which this development impacts growth in other areas, and the impact that social, contextual, and cultural factors have on these processes. Course Information: Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Discussion.

EPSY 535. Human Development for School Leaders. 4 hours.
Deepens school leaders' understanding of human development across the lifespan, from birth to adult learning in schools; includes attention to differentiated instruction, SpEd inclusion, and ELL learners in all age groups. Course Information: Same as EDPS 535. Prerequisite(s): ED 501, and ED 503 or EPSY 503 or the equivalent or consent of the instructor.

EPSY 546. Educational Measurement. 4 hours.
Contemporary models for the analysis of data arising from multiple-choice tests, rating-scale questionnaires, or experts' judgments of examinee performance. Test equating is also covered. Course Information: Prerequisite(s): ED 501, and ED 503 or EPSY 503 or the equivalent or consent of the instructor.

EPSY 547. Multiple Regression in Educational Research. 4 hours.
Introduction to multiple correlation and regression techniques as tools for the analysis and interpretation of educational and behavioral science data. Course Information: Prerequisite(s): EPSY 503.

EPSY 553. Assessment for Teachers. 4 hours.
Plan, construct, administer, score, and report on classroom assessments that measure a wide variety of learning outcomes, from simple to complex; select and use standardized achievement tests; developing defensible grading procedures. Course Information: Prerequisite(s): EPSY 421 and EPSY 422; or consent of the instructor.

EPSY 560. Educational Program Evaluation. 4 hours.
An introduction to concepts, approaches, techniques, and practices of educational program evaluation. Students work toward acquiring knowledge and skills to plan and conduct evaluations of programs, projects, curriculum and institutions. Course Information: Prerequisite(s): ED 501 and EPSY 503; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Discussion/Recitation, one Lecture-Discussion and one Practice.

EPSY 561. Assessment for Measurement Professionals. 4 hours.
Plan, construct, administer, score, and report on classroom assessment; select and use standardized achievement tests; develop defensible grade procedures; measure issues in classroom assessment; validity and reliability of classroom assessments. Course Information: Prerequisite(s): ED 421 and ED 422; or consent of the instructor.

EPSY 562. Large-Scale Testing. 2 or 4 hours.
An introduction to large-scale assessments, including planning, constructing, administering, scoring, and reporting on large-scale tests. Course Information: Prerequisite(s): EPSY 501 or the equivalent; or consent of the instructor. Recommended background: EPSY 503 or EPSY 553 or EPSY 561. Prior experience in designing, administering, scoring, and/or reporting on large-scale tests.

EPSY 563. Advanced Analysis of Variance in Educational Research. 4 hours.
Detailed coverage of the principles of analysis of variance and the analysis of data collected from research employing experimental designs. Course Information: Prerequisite(s): EPSY 503.

EPSY 564. Large-Scale Testing. 2 or 4 hours.
An introduction to large-scale testing, including planning, constructing, administering, scoring, and reporting on large-scale tests. Course Information: Prerequisite(s): EPSY 501 or the equivalent; or consent of the instructor. Recommended background: EPSY 503 or EPSY 553 or EPSY 561. Prior experience in designing, administering, scoring, and/or reporting on large-scale tests.

EPSY 565. Research Project. 1-8 hours.
Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Admission to the Ph.D. in Education program.

EPSY 594. Special Topics in Educational Psychology. 1-4 hours.
Seminar on a preannounced topic focusing on methodology, research, and educational implications of recent models of learning, problem solving, and thinking. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): ED 421 and ED 422, or consent of the instructor.

EPSY 596. Independent Study. 1-4 hours.
Students carry out independent study in educational psychology under the direction of a faculty member. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): ED 490 or the equivalent, and consent of the advisor and instructor.

EPSY 598. Masters Research. 0-16 hours.
Research on the topic of the student's Master's thesis. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Consent of the thesis instructor.

EPSY 599. Thesis Research. 0-16 hours.
Research on the topic of the student's dissertation. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the dissertation advisor.

Education Courses

ED 402. Philosophy of Education and Urban School Policy. 3 hours.
Selected social and education philosophies and their impact on urban school curriculum design, school organization and control.
ED 403. Policy Issues in the History of American Education. 3 hours.  
Political, economic, and cultural influences shaping the development of 
American education policy; emphasis on issues of education theory and 
practice in their historical settings.

ED 416. Practical Inquiry I: Teacher Competencies and Performance-
Based Assessment. 3 hours.  
Introduction to examining teaching through practitioner inquiry, including 
teacher performance assessment, as a way of learning to teach and 
beginning a lifelong process of professional development.

ED 417. Practical Inquiry II: Teacher Competencies and Performance-Based Assessment. 3 hours.  
A developing examination of teaching through practitioner inquiry, 
including teacher performance teacher assessment, as a way of learning to 
teach and fostering a lifelong process of professional development.

ED 421. Advanced Educational Psychology. 3 hours.  
Examines current theory and research on the teaching-learning process 
with particular attention to general learning and curriculum-relevant 
problems and issues. Course Information: Prerequisite(s): EPSY 210; or 
graduate standing.

ED 422. Advanced Developmental Psychology and Educational Processes. 3 hours.  
Focuses on cognitive and social development from birth to early 
adolescence. Examines relations between development, learning, 
and educational processes. Course Information: Same as PSCH 422. 
Prerequisite(s): PSCH 100 and any one from EPSY 210, PSCH 259, 
PSCH 320 and consent of the instructor; or graduate standing.

ED 424. Social and Emotional Learning: Research, Practice, and Policy. 3 or 4 hours.  
Research, theory, educational practices, and federal/state policies 
that promote the social, emotional, and academic competence of 
students who are in preschool, middle school, or high school. Course 
Information: Same as PSCH 424. 3 undergraduate hours. 4 graduate 
hours. Prerequisite(s): PSCH 343 or equivalent; or consent of the 
instructor. Recommended background: Experience working with children 
or adolescents.

ED 430. Curriculum and Teaching. 3 hours.  
Introduction to curriculum and teaching as areas of inquiry; implications 
of these areas of inquiry for educational practice; related contemporary 
problems and issues. Course Information: Credit is not given for ED 430 
if the student has credit for CI 428. Prerequisite(s): Admission to graduate 
study in Education, or consent of the instructor.

ED 431. Improving Learning Environments. 3 hours.  
Analysis of structural, normative, and social dimensions of learning 
environments and their relationships to student learning. Exploration of 
change processes to improve those environments. Course Information: 
Prerequisite(s): Graduate standing or consent of the instructor.

ED 432. Instruction and Assessment in the Urban Secondary Classroom. 5 hours.  
Learning to teach, how to plan for diverse learners, design differentiated 
instruction, assess student learning and develop classroom discipline. 
Course Information: Field experience in urban schools is required. 
Prerequisite(s): Completion of education core courses in Graduate 
Teacher Certification Program: Ed 402 or ED 403 and ED 445. Class 
Schedule Information: To be properly registered, students must enroll in 
one Lecture-Discussion and one Practice.

ED 445. Adolescence and the Schools. 3 hours.  
Physiological, intellectual, and social development of adolescence. 
Relations between aspects of adolescent development and the academic 
and social demands of secondary schools. Course Information: 
Prerequisite(s): EPSY 210, or the equivalent, or graduate standing.

ED 450. Pre-Student Teaching in the Urban Elementary Classroom: 
Fieldwork III. 1-12 hours.  
Many pre-student teaching experience immerses teacher candidates in 
classrooms in a supervised experience of learning to teach and 
developing effective practices. Course Information: May be repeated. 
Field work required. Field work: total of 180 hours, coordinated by the 
program director and in collaboration with field instructors. 
Prerequisite(s): Senior standing or above and admission to the Bachelor 
of Arts in Urban Education, Concentration in Elementary Education.

ED 451. Student Teaching in the Urban Elementary Classroom: 
Fieldwork IV. 0-12 hours.  
Student teaching is a full-time experience of learning to teach in a 
classroom with university mentoring and supervision. Course Information: 
May be repeated. Field work required. Prerequisite(s): ED 450 and 
admission to the Bachelor of Arts in Urban Education, Concentration in 
Elementary Education and senior standing. Class Schedule Information: 
To be properly registered, students must enroll in one Discussion and 
one Practice.

ED 461. Political and Socio-Cultural Perspectives on Special 
Education. 3 hours.  
Students will examine issues of access and equity through legislation, 
litigation, and socio-cultural perspectives and be introduced to major 
thoretical frameworks that influence special education programs. Course 
Information: Same as SPED 461. Field work required.

ED 470. Educational Practice with Seminar I. 0-12 hours.  
The first half of a two-segment sequence of practice teaching, including 
seminar, to meet certification requirements for teaching in grades six 
through twelve. Course Information: Graduate credit only with approval of 
the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a 
teacher education program, completion of 100 clock hours of pre-student-
teaching field experiences, and approval of the college or department of 
specialization. Class Schedule Information: To be properly registered, 
students must enroll in one Lecture-Discussion and one Practice.

ED 471. Educational Practice with Seminar II. 0-12 hours.  
The second half of a two-segment sequence of practice teaching, including 
seminar, to meet certification requirements for teaching in 
grades six through twelve. Course Information: Graduate credit only with approval of 
the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a 
teacher education program, completion of 100 clock hours of pre-student-
teaching field experiences, credit or concurrent registration in 
ED 470, and approval of the college or department of specialization. 
Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

ED 472. Promoting Academic and Prosocial Behavior I. 3 hours.  
The importance of school-wide and classroom structure and climate in 
the educational process. Strategies to promote academic success and 
desired social behavior. Course Information: Same as SPED 472. Field 
work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent 
or consent of the instructor.
ED 473. Teaching Math and Science with Adaptations. 3 hours.
Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities. Course Information: Same as SPED 473. Fieldwork required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

ED 500. Philosophical Foundations of Educational Inquiry. 4 hours.
Philosophical foundations of various forms of educational inquiry. Epistemological and ethical dimensions of different research approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 501. Data and Interpretation in Educational Inquiry. 4 hours.
Data, interpretation, reliability, validity, accuracy, stability, and generalizability from different methodological perspectives; how research design, data collection, and interpretation vary with different philosophical approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 502. Essentials of Qualitative Inquiry in Education. 4 hours.
Surveys methods for conceptualizing, gathering, managing, and interpreting qualitative data. Various ethnographic, historical, and narrative forms of inquiry are reviewed, as are the corresponding methods associated with each. Course Information: Extensive computer use required. Fieldwork required. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 503. Essentials of Quantitative Inquiry in Education. 4 hours.
Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Course Information: Same as EPSY 503. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 504. Urban Contexts and Educational Research. 4 hours.
A multidisciplinary approach for understanding research on learners and learning, schools and schooling, families, and communities in urban contexts. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 505. Introduction to Educational Research: Paradigms and Processes. 4 hours.
Offers a survey introduction to the history, contexts, paradigms and orientations, ethics, and processes of educational research. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 506. Introduction to Educational Research: Designs and Analyses. 4 hours.
Offers researchers an introduction to research in the field of education. It is the second of a two-course sequence and will introduce students to different types of research designs and analyses in the field of education. Course Information: Extensive computer use required. Prerequisite(s): ED 505 and admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 543. Research on Teaching. 4 hours.
Review and analysis of history, paradigms, methods, and findings of research on teaching. Focus on the development of research questions and strategy. Course Information: Prerequisite(s): ED 490 or ED 503 or CIE 578; and consent of the instructor.