TLCI - Teaching & Learning - Curriculum & Instruction

TCHNG LRNG - CURRIC INSTR Courses

TLCI 702. Historical and Contemporary Perspectives on Education. 3 Credits.
The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 703. Perspectives and Inquiry in Curriculum and Instruction. 3 Credits.
This course introduces a range of methodologies, theoretical perspectives, and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 704. Instruction Theories and Models. 3 Credits.
Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 705. Critical Issues: Curriculum Research. 3 Credits.
Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed. Prerequisite: graduate standing.

TLCI 710. Models of Parent, Child, Social Interaction. 3 Credits.
This course will examine the family with an emphasis on parent/child interactions. In addition, a model for ecological intervention will be discussed.

TLCI 721. Advanced Curriculum Design and Development. 3 Credits.
Focuses on the process of building a curriculum, historical developments in curriculum design, alternative curricula, current and future trends in curricular innovations, and research in curriculum development. Prerequisite: graduate standing.

TLCI 722. Curriculum Seminar in Content Areas. 3 Credits.
Investigates the role and nature of the curriculum for particular subject-matter specialties — e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas. Prerequisite: graduate standing.

TLCI 724. Readings in Contemporary Society. 3 Credits.
Surveys the literature related to the issues and trends in contemporary society and provides educators with a substantive base in the philosophy, history, theory, strategies and multicultural perspectives relevant to curriculum development. Prerequisite: graduate standing.

TLCI 726. Advanced Supervision of Reading Programs. 3 Credits.
Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/ supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 727. Advanced Practicum in Reading. 3 Credits.
This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 728. Contemporary Issues in Literacy Research. 3 Credits.
Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 731. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 732. Visual Communication and Design for Instructional Environments. 3 Credits.
Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 735. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children’s voices; and consider implications for policy and practice.

TLCI 736. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
The influence of the home, the community and the classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.

TLCI 737. Schools and Families: Enriching the Partnership. 3 Credits.
A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child’s education.

TLCI 739. Cross Cultural Perspectives in Early Childhood Education. 3 Credits.
This course will address the socialization process as a component of the broad perspective of a child’s life. Curriculum development and how it is affected by the cultural context of an educational system will be discussed, as well as the impact of current trends on research and pedagogy in early childhood education.

TLCI 740. Issues in Early Childhood Language and Literacy. 3 Credits.
This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.

TLCI 741. Change Issues in Curriculum and Instruction. 3 Credits.
Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change. Prerequisite: graduate standing.

TLCI 752. Curriculum Problems in Urban Schools and Society. 3 Credits.
Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making. Prerequisite: graduate standing.
TLCI 772. Advanced Developmental Process. 3 Credits.
This course is designed to examine the theoretical basis for alternative views of the nature of human development. Students’ understanding of topical areas in child development will be enhanced through an examination of current research in child development and relevant findings from cross-cultural study.

TLCI 774. Constructivist Teaching. 3 Credits.
This course addresses Piaget’s theory of cognitive and moral developments. Students will learn techniques for studying the behavior and development of young children. Analysis of constructivist research, replicated empirical work, and implications for planning learning environments and education programs for young children will be emphasized.

TLCI 788. Seminar in the Multicultural Environment. 3 Credits.
Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 795. Topics in Education. 1-3 Credits.
Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 797. Independent Study. 1-3 Credits.
Hours to be arranged. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 802. Historical and Contemporary Perspectives on Education. 3 Credits.
The present educational system, its social impact and future implications are viewed in historical, philosophical, and sociological perspectives. Special attention is given to technology, research, multicultural education/equity and leadership.

TLCI 803. Perspectives and Inquiry in Curriculum and Instruction. 3 Credits.
This course introduces a range of methodologies, theoretical perspectives, and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identify areas for prospective inquiry.

TLCI 804. Instruction Theories and Models. 3 Credits.
Students will investigate a range of instructional theories and design theories in terms of learning domains and pedagogical approaches to the teaching/learning process in a variety of educational settings. Students will utilize a systematic design process grounded in theories and research to propose/develop instruction for specific learning goals related to their own professional situations.

TLCI 805. Critical Issues: Curriculum Research. 3 Credits.
Explores the relationship between the historical, philosophical, and sociopolitical influence on curriculum development and evaluation. Historical and cultural approaches to designing and implementing curricular models, curriculum reform, and understanding the politics of conceptualizing the curriculum process are highlighted. Major issues concerning educational curriculum reform are addressed and reviewed. Prerequisite: graduate standing.

TLCI 810. Models of Parent, Child, Social Interaction. 3 Credits.
This course will examine the family with an emphasis on parent/child interactions. In addition, a model for ecological intervention will be discussed.

TLCI 821. Advanced Curriculum Design and Development. 3 Credits.
Focuses on the process of building a curriculum, historical developments in curriculum design, alternative curricula, current and future trends in curricular innovations, and research in curriculum development. Prerequisite: graduate standing.

TLCI 822. Curriculum Seminar in Content Areas. 3 Credits.
Investigates the role and nature of the curriculum for particular subject-matter specialties — e.g., math, social studies, science, English, school librarianship, reading, etc. Objectives are tailored to specific content areas. Prerequisite: graduate standing.

TLCI 824. Readings in Contemporary Society. 3 Credits.
Surveys the literature related to the issues and trends in contemporary society and provides educators with a substantive base in the philosophy, history, theory, strategies and multicultural perspectives relevant to curriculum development. Prerequisite: graduate standing.

TLCI 826. Advanced Supervision of Reading Programs. 3 Credits.
Explores various models of supervision and relates them to the administration and supervision of reading programs. Also prepares the prospective administrator/supervisor to make decisions relative to the methods and materials used to teach reading.

TLCI 827. Advanced Practicum in Reading. 3 Credits.
This course is designed for teachers having completed the initial reading practicum. Its focus is on the refinement and further exploration of ways to work with students experiencing reading difficulties. Both group and individual tutoring experiences will be provided. Ways will be explored to encourage involvement in existing educational programs and schools.

TLCI 828. Contemporary Issues in Literacy Research. 3 Credits.
Directed study of current topics of interest to students involved in literacy research. Topics to include emergent literacy assessment, adult literacy programs, and other areas of investigation. Students will be required to prepare a scholarly paper reporting results for publication. Prerequisite: M.S.Ed. in Reading Education.

TLCI 831. Instructional Technology Trends in Curriculum and Instruction. 3 Credits.
Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLCI 832. Visual Communication and Design for Instructional Environments. 3 Credits.
Course focuses on visual literacy and the language of graphics. Students will learn to design visual messages, including text, graphics, and data displays. The theoretical underpinnings of various communications media and their efficacy in instructional environments will be studied and applied through graphics, textual, and multimedia software and components.

TLCI 835. Researching with Children: Contemporary Perspectives on the Child in Research. 3 Credits.
This course will explore philosophical and methodological orientations towards conducting research with children in and out of school settings. Students will focus on ethical, political, and pedagogical considerations that arise in working with young persons; explore methods for listening and representing children’s voices; and consider implications for policy and practice.

TLCI 836. Working with At-Risk Children and Families: An Ecological Approach. 3 Credits.
The influence of the home, the community and classroom on the achievement of at-risk children is examined. Successful teaching strategies and behavioral interventions also are discussed as well as the need to search for viable alternatives to strategies of past school reforms.

TLCI 837. Schools and Families: Enriching the Partnership. 3 Credits.
A critical examination and analysis of current trends in education as they affect the family and school will be addressed. Emphasis will be placed on the need for parent involvement and support in the child’s education.

TLCI 839. Cross Cultural Perspectives in Early Childhood Education. 3 Credits.
This course will address the socialization process as a component of the broad perspective of a child’s life. Curriculum development and how it is affected by the cultural context of an educational system will be discussed, as well as the impact of current trends on research and pedagogy in early childhood education.
TLCI 840. Issues in Early Language and Literacy, 3 Credits.
This course follows a theory into practice philosophy, examining language acquisition and early literacy, teaching practice and learning. Students examine, develop and use advanced instructional strategies, materials, technologies, and activities to promote language and literacy development. The impact of formative assessment on instruction and curricular decision-making as well as cultural, social, familial, and multilingual issues will be addressed.

TLCI 841. Change Issues in Curriculum and Instruction, 3 Credits.
Explores questions and issues related to the evolving nature of curriculum and instruction and the design of the contemporary curriculum. Through readings and projects, students will examine new discoveries in research and technology, the effect of these and other changes on education, and the challenges of life-long learning as an influence on change. Prerequisite: graduate standing.

TLCI 845. Concepts and Contexts in School Librarianship, 3 Credits.
Will introduce candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. Includes a critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation.

TLCI 846. Frameworks for Best Practice in School Libraries, 3 Credits.
This course will explore best practice in school libraries using the framework of current national standards for school librarianship preparation programs. Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information access and delivery, advocacy and leadership, and program management and administration. Emphasis will be placed on extensive reading in each area. In preparation for a future article submission, students will conduct a thorough literature review in a specific area of interest.

TLCI 847. Strategic Leadership for School Libraries, 3 Credits.
This course will focus on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities will include the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.

TLCI 848. Inquiry and Research in School Librarianship, 3 Credits.
This course will examine current research in the school library field and provide students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying their interpretations to solving problems for program improvement. A research proposal for an action research project will be prepared that meets the requirements of the Institutional Review Board (IRB) process. Prerequisites: TLCI 845, TLCI 846 and TLCI 847.

TLCI 852. Curriculum Problems in Urban Schools and Society, 3 Credits.
Studies major curriculum problems and issues in urban education today and discusses how the changing urban environment affects curriculum planning and decision making. Prerequisite: graduate standing.

TLCI 868. Internship: Early Childhood, 3 Credits.
Independent research study allows the student to explore a topic of interest under the close supervision of a faculty member. The coursework may include directed readings, applied independent investigations – collaboration with a faculty member with a research project or carrying out an independent research project – and other activities deemed appropriate including grant proposal writing or programmatic evaluation work. Regardless of the nature of the experience, the work must culminate in a formal paper suitable for inclusion in a published research manuscript.

TLCI 872. Advanced Developmental Process, 3 Credits.
This course is designed to examine the theoretical basis for alternative views of the nature of human development. Students' understanding of topical areas in child development will be enhanced through an examination of current research in child development and relevant findings from cross-cultural study.

TLCI 874. Constructivist Teaching, 3 Credits.
This course addresses Piaget's theory of cognitive and moral developments. Students will learn techniques for studying the behavior and development of young children. Analysis of constructivist research, replicated empirical work, and implications for planning learning environments and education programs for young children will be emphasized.

TLCI 875. Pedagogy of Teacher Education, 3 Credits.
An examination of the theoretical and practical foundations of an effective pedagogy of teacher education. The course will emphasize practitioner inquiry, such as self-study, action research, and teacher research, as a methodological approach to understanding and developing a pedagogy of teacher education.

TLCI 876. Grant Writing, 3 Credits.
This course provides students with an applied introduction to proposal and grant writing. Doctoral students who successfully complete the course will be prepared to seek external funding to support their continuing graduate studies and to support their future success as academics.

TLCI 877. Program Evaluation in Education, 3 Credits.
Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes but is not limited to design considerations, data utilization, and teacher evaluation. Both quantitative and qualitative strategies will be covered.

TLCI 888. Seminar in the Multicultural Environment, 3 Credits.
Explores topics related to the cultural characteristics of ethnically diverse populations and how these diverse populations and characteristics interact with social, political and economic institutions and the dominant culture to create the contemporary environment.

TLCI 891. Dissertation Seminar, 3 Credits.
This seminar helps doctoral students develop their skills and knowledge about the research process and assists them in developing a dissertation proposal. Students engage in debate and critique their oral and written dissertation proposals. Successful completion of the class does not guarantee a successful dissertation proposal. Dissertation proposals are approved by the student’s dissertation committee.

TLCI 895. Topics in Education, 1-3 Credits.
Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 897. Independent Study, 1-3 Credits.
Hours to be arranged. Provides opportunities for the doctoral student to do independent research in an area of his/her particular interests and needs.

TLCI 899. Dissertation, 1-12 Credits.
1-12 credits. Prerequisites: graduate standing, successful completion of candidacy exam and permission of the instructor.

TLCI 999. Doctoral Graduate Credit, 1 Credit.
This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.