TLCI - Teaching & Learning - Curriculum & Instruction

TLCI 668 Internship in Curriculum and Instruction (3 Credit Hours)
Designed in consultation with advisor to provide in-depth experience in a school or community setting in which to enact a guided project on a topic of interest.

TLCI 700 Social/Emotional Aspects of Child Development (3 Credit Hours)
The emphasis of this course is on the theoretical approaches to the social/emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 702 Historical and Contemporary Perspectives on Education (3 Credit Hours)
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 Theoretical Perspectives in Curriculum and Instruction (3 Credit Hours)
This course introduces a range of 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 Credit Hours)
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 in Curriculum Research (3 Credit Hours)
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.

Prerequisites: graduate standing

TLCI 722 Curriculum Seminar in Content Areas (3 Credit Hours)
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.

Prerequisites: graduate standing

TLCI 726 Advanced Supervision of Reading Programs (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.

Prerequisites: M.S.Ed. in Reading Education

TLCI 731 Instructional Technology Trends in Curriculum and Instruction (3 Credit Hours)
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 735 Participatory Research: Theory and Methods (3 Credit Hours)
This course will explore theoretical and methodological orientations towards conducting research with youth and adults. Students will focus on ethical, political, and pedagogical considerations that arise in employing participatory practices, explore methods for listening and representing participant voice, and consider implications for policy and practice.

TLCI 736 Reconceptualizing Theory and Practice for Work with Children and Families (3 Credit Hours)
This graduate seminar explores post-structural theories as they relate to understandings about young children, families, and education. The focus is on intersections of race, class, gender, and age as potential constructs of how thought and action are organized and the political, historical, and economic contexts that contribute to such discourses. Students will consider theory, research and practices in readings, discussions and class assignments.

TLCI 737 Schools and Families: Enriching the Partnership (3 Credit Hours)
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 740 Contemporary Perspectives in Early Literacy (3 Credit Hours)
This graduate seminar explores perspectives on early literacy that draw from sociocultural, postmodern, and post-structural theories. Viewing literacy as a social practice, students will explore children's literacy with an emphasis on children's agency and their roles as active producers of meaning. Students will be asked to critically examine early literacy research and practice to contribute to rich understandings of diverse learning needs across social, economic, and multilingual contexts.

TLCI 741 Change Issues in Curriculum and Instruction (3 Credit Hours)
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.

Prerequisites: graduate standing

TLCI 788 Seminar in the Multicultural Environment (3 Credit Hours)
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 Credit Hours)
Provides opportunities for doctoral students to explore topics related to curriculum, instructional strategies, and evaluation.

TLCI 797 Independent Study (1-3 Credit Hours)
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 800 Social/Emotional Aspects of Child Development (3 Credit Hours)
The emphasis of this course is on the theoretical approaches to the social/ emotional development of the child that include the psychodynamic, humanistic, cognitive, behavioral, and social learning models as applied to responsive practices that promote the healthy emotional wellbeing of children.

TLCI 802 Historical and Contemporary Perspectives on Education (3 Credit Hours)
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 Theoretical Perspectives in Curriculum and Instruction (3 Credit Hours)
This course introduces a range of theoretical perspectives and epistemologies in the field of curriculum and instruction. Students will gain strategies for critical reading, scholarly writing, and identifying areas for prospective inquiry.

TLCI 804 Instruction Theories and Models (3 Credit Hours)
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 in Curriculum Research (3 Credit Hours)
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.
Prerequisites: graduate standing

TLCI 808 Critical Sociocultural Theories of Learning (3 Credit Hours)
This course will establish a theoretical lens by which students will understand learning as socially and culturally constituted and apply this foundation to literacy acquisition and learning.
Prerequisites: Admission to the Curriculum and Instruction doctoral program

TLCI 814 Qualitative Research Design in Education (3 Credit Hours)
This course concentrates on the theoretical underpinnings of qualitative research, methodology and methods including identification of ways to collect and analyze qualitative data; examination of ethical issues; development of proposals; and writing up studies.

TLCI 815 Advanced Qualitative Research (3 Credit Hours)
This advanced qualitative course is an introduction to emerging research approaches and alternative data collection methods and analyses in education, counseling and other related disciplines. Content addressed includes visual and audio research, historical movements in qualitative research, critical theory, feminism, queer theory, ethnography, autoethnography, content analysis, and mixed methods research.
Prerequisites: TLCI 814

TLCI 822 Curriculum Seminar in Content Areas (3 Credit Hours)
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.
Prerequisites: graduate standing

TLCI 826 Advanced Supervision of Reading Programs (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.
Prerequisites: M.S.Ed. in Reading Education

TLCI 831 Instructional Technology Trends in Curriculum and Instruction (3 Credit Hours)
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 835 Participatory Research: Theory and Methods (3 Credit Hours)
This course will explore theoretical and methodological orientations towards conducting research with youth and adults. Students will focus on ethical, political, and pedagogical considerations that arise in employing participatory practices, explore methods for listening and representing participant voice, and consider implications for policy and practice.

TLCI 836 Reconceptualizing Theory and Practice for Work with Children and Families (3 Credit Hours)
This graduate seminar explores post-structural theories as they relate to understandings about young children, families, and education. The focus is on intersections of race, class, gender, and age as potential constructs of how thought and action are organized and the political, historical, and economic contexts that contribute to such discourses. Students will consider theory, research and practices in readings, discussions and class assignments.

TLCI 837 Schools and Families: Enriching the Partnership (3 Credit Hours)
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 840 Contemporary Perspectives in Early Literacy (3 Credit Hours)
This graduate seminar explores perspectives on early literacy that draw from sociocultural, postmodern, and post-structural theories. Viewing literacy as a social practice, students will explore children’s literacy with an emphasis on children’s agency and their roles as active producers of meaning. Students will be asked to critically examine early literacy research and practice to contribute to rich understandings of diverse learning needs across social, economic, and multilingual contexts.
Pre- or corequisite: TLCI 740

TLCI 841 Change Issues in Curriculum and Instruction (3 Credit Hours)
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.
Prerequisites: graduate standing

TLCI 845 Concepts and Contexts in School Librarianship (3 Credit Hours)
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.
This capstone course involves the student developing and completing an action research project. Prerequisites: Phenomenology, Heuristic Inquiry and Consensual Qualitative Research.

This advanced qualitative research course examines the intricacies of case study, Grounded Theory, & Phenomenological Research Methods & Design. Prerequisites: TLCI 815

TLCI 865 Independent Qualitative Research (3 Credit Hours)
This capstone course involves the student developing and completing an original qualitative research project independent from the dissertation. Prerequisites: TLCI 815