The Department of Teaching, Learning and Culture offers two degrees at the master’s level: the Master of Science (MS) in Curriculum and Instruction (thesis) and the Master of Education (MEd) in Curriculum and Instruction (non-thesis). There are two delivery options for students seeking the MEd degree: on-campus or online. The online MEd has four options: Generalist, Elementary Education, Rural Teacher Leadership and TESOL. The on-campus MEd and MS offer the same specializations as described below in the PhD.

The Department of Teaching, Learning and Culture offers the Doctor of Philosophy (PhD) in Curriculum and Instruction. The program requires a minimum of 64 semester credit hours beyond the master’s degree. This program is offered to those with an interest in the philosophical, theoretical and methodological constructs of both applied and basic quantitative and qualitative research. The acquisition of knowledge evolves from conceptualizing the procedures of educational inquiry as they relate to both the consumer and the practitioner. Specializations within this research-based curriculum are designed to encompass the original independent research interests of the individual. They include: Culture and Curriculum, English as a Second Language, Mathematics Education, Reading and Language Arts Education, Science Education, and Urban Education.

The Department of Teaching, Learning and Culture also offers an Online Doctor of Education (EdD) in Curriculum and Instruction, specializing in Educational Leadership. The program requires a minimum of 64 semester credit hours beyond the master’s degree, all of which are presented through a web-based delivery system. Students admitted to this program progress only as members of a cohort. Applicants to this program must have completed a master’s degree and must have five years of classroom teaching experience.

The admission deadlines for the Master of Science (MS) degree and Master of Education (MEd) degree are listed below.

<table>
<thead>
<tr>
<th>Admission Type</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Summer Admission</td>
<td>March 1</td>
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<tr>
<td>Fall Admission</td>
<td>March 1</td>
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<tr>
<td>Spring Admission</td>
<td>October 1</td>
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</tbody>
</table>

Admission to the Doctor of Philosophy (PhD) degree program is once a year and requires an interview.

<table>
<thead>
<tr>
<th>Admission Type</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall Admission: International Applicants</td>
<td>October 1</td>
</tr>
<tr>
<td>Fall Admission: Domestic Applicants</td>
<td>December 1</td>
</tr>
</tbody>
</table>

Admission to the Online Doctor of Education (EdD) degree program is once a year and requires an interview.

<table>
<thead>
<tr>
<th>Admission Type</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Spring Cohort Admission</td>
<td>August 1</td>
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</tbody>
</table>

The Department of Teaching, Learning and Culture also offers a graduate-level post-baccalaureate certification program for individuals who have completed a bachelor’s degree and desire initial certification at the elementary, middle grade and secondary level. The certification program requires the completion of twenty-one (21) graduate semester credit hours and the successful completion of the appropriate State certification examinations. Program participants will serve a full public school year internship either in a salaried or non-salaried position. Participants may apply the graduate certification coursework toward the Master of Education (MEd) degree in Curriculum and Instruction. The admission deadline for the post-baccalaureate certification program is December 1.

For additional information on the programs offered by the Department of Teaching, Learning and Culture, or for more information on the application process and admission deadlines, contact the Department of Teaching, Learning and Culture by telephone at 979-862-8032, or visit the department on the website at http://tlac.tamu.edu.

Faculty

Boettcher, Cynthia, Clinical Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 1998

Bozeman, Todd, Lecturer
Teaching, Learning & Culture
PHD, Texas A&M University, 2010

Bryan, Kisha, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, University of Texas, 1989

Burlbaw, Lynn, Professor
Teaching, Learning & Culture
PhD, University of Florida, Gainesville, FL, 2012

Caldwell, Heather, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2009

Cantrell, Emily, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2008

Capraro, Mary, Associate Professor
Teaching, Learning & Culture
PhD, University of Southern Mississippi, 2000

Carpenter, Booker, Associate Professor
Teaching, Learning & Culture
PhD, Pennsylvania State University, 1996

Carter, Norvella, Professor
Teaching, Learning & Culture
PhD, Loyola University, 1990
Cassell, Edith, Clinical Associate Professor
Teaching, Learning & Culture
PhD, Purdue University, 2007

Clark, Robert, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2010

Davis, Trina, Associate Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2005

Dixon, Laurie, Associate Professor
Teaching, Learning & Culture
EDD, Harvard University, 2004

Douglass, April, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2011

Erwin, Barbara, Clinical Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 1983

Eslami, Zohreh, Associate Professor
Teaching, Learning & Culture
PhD, University of Illinois at Urbana-Champaign, 1992

Goldsby, Dianne, Clinical Professor
Teaching, Learning & Culture
PhD, University of New Orleans, 1994

Graham, Lori, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2007

Green, Martha, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2011

Hammer, Janet, Clinical Professor
Teaching, Learning & Culture
PhD, University of Texas, 2003

Helfeldt, John, Professor
Teaching, Learning & Culture
PhD, Syracuse University, 1973

Hill-Jackson, Valerie, Clinical Professor
Teaching, Learning & Culture
PhD, St. Joseph’s University, 2003

Humpal, David, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2012

James, Marlon, Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2008

Joshi, R, Professor
Teaching, Learning & Culture
PhD, University of South Carolina, 1976

Kelly, Larry, Clinical Professor
Teaching, Learning & Culture
PhD, University of Texas, Austin, 2002

Kuo, Li-Jen, Associate Professor
Teaching, Learning & Culture
PhD, University of Illinois at Urbana-Champaign, 2006

Larke, Patricia, Professor
Teaching, Learning & Culture
EdD, University of Missouri, 1984

Laub, James, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2012

Lewis, Chance, Associate Professor
Teaching, Learning & Culture
PhD, Colorado State University, 2001

Li, Yeping, Professor
Teaching, Learning & Culture
PhD, University of Pittsburgh, 1999

Loving, Cathleen, Associate Professor
Teaching, Learning & Culture
PhD, University of Texas, 1990

Matsuda, Noboru, Associate Professor
Teaching, Learning & Culture
PhD, University of Pittsburgh, 2004

Matthews, Sharon, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, New Mexico State University, 2007

McTigue, Erin, Associate Professor
Teaching, Learning & Culture
PhD, University of Virginia, 2006

Neshyba, Monica, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, University of Texas, Austin, 2012

Ogletree, Quinita, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2012

Parker, Dawn, Clinical Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 1997

Phillips, Glenn, Adjunct Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, College Station, 2014

Rackley, Robin, Clinical Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2004

Rollins, Kayla, Assistant Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2011
Rupley, William, Professor
Teaching, Learning & Culture
PhD, University of Illinois at Urbana-Champaign, 1975

Singleton, Julie, Clinical Assistant Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 2011

Slattery, Geor, Professor
Teaching, Learning & Culture
PhD, Louisiana State University, 1989

Smith, Dennie, Professor
Teaching, Learning & Culture
EDD, Auburn University, 1969

Stillisano, Jacqueline, Lecturer
Teaching, Learning & Culture
PHD, Ball State University, 2004

Stuessy, Carol, Associate Professor
Teaching, Learning & Culture
PhD, Ohio State University, 1984

Viruru, Radhika, Clinical Professor
Teaching, Learning & Culture
PhD, Texas A&M University, 1998

Walters, Lynne, Associate Professor
Teaching, Learning & Culture
PhD, University of Wisconsin-Madison, 1977

Waxman, Hersholt, Professor
Teaching, Learning & Culture
PhD, University of Illinois, 1982

Weber, Nancy, Lecturer
Teaching, Learning & Culture
PHD, Texas A&M University, 2015

Wiese, Patricia, Clinical Associate Professor
Teaching, Learning & Culture
PHD, Texas A&M University, 2001

Wijekumar, Kausalai, Professor
Teaching, Learning & Culture
PHD, The Pennsylvania State University, 2000

Williams, Kamala, Lecturer
Teaching, Learning & Culture
PhD, Texas A&M University, 2010

Yalvac, Bugrahan, Associate Professor
Teaching, Learning & Culture
PhD, Pennsylvania State University, 2005

Masters
- Master of Education in Curriculum and Instruction
- Master of Science in Curriculum and Instruction

Doctoral
- Doctor of Education in Curriculum and Instruction
- Doctor of Philosophy in Curriculum and Instruction

Courses
EDCI 601 Disciplinary Knowledge and Research in Curriculum and Instruction
Credits 3. 3 Lecture Hours.
Emphasizes key research and researchers, discipline-specific information, and the initial identification of researchable questions in the field of curriculum and instruction.
Prerequisite: PhD classification in TLAC.

EDCI 602 Cultural Foundations of Education
Credits 3. 3 Lecture Hours.
Contributions of behavioral sciences applied as analytic tools in solving problems of curriculum and instruction.

EDCI 603 Professional Development: Strategies for Teachers
Credits 3. 3 Lecture Hours.
Principles of organizational management, instructional design, and change theory in framing professional development programs.
Prerequisite: Graduate classification.

EDCI 604 E-Learning Classroom Management
Credits 3. 3 Lecture Hours.
Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.
Prerequisite: Graduate classification.

EDCI 605 Qualitative Research Methods in Curriculum and Instruction
Credits 3. 3 Lecture Hours.
Theoretical and methodological issues related to qualitative inquiry; discussion of qualitative paradigm’s ontological, epistemological, and axiological stances; review and implementation of commonly used qualitative research methods and approaches in curriculum and instruction, including narrative, phenomenology, ethnography, grounded theory, and case study approaches.
Prerequisite: Graduate classification.

EDCI 606 Cognition, Culture and Literacies
Credits 3. 3 Lecture Hours.
Exploration of complex interrelationships among cognition, culture, and literacies and their implications for education.
Prerequisite: Graduate classification.

EDCI 609 Analysis and Reporting for Records of Study
Credits 3. 3 Lecture Hours.
Analysis of field-generated and existing data, classroom observations, empirical tests, and discussions; links theoretical and practical educational theory to analyses of qualitative and quantitative data; teacher-leaders interpretation of classroom phenomena using research-based theories for teaching and learning.
Prerequisites: Graduate classification; EPSY 635 or equivalent.

EDCI 610 Second Language Assessment and Development
Credits 3. 3 Lecture Hours.
Second language assessment and development stressing classroom situations to teach second language acquisition.
Prerequisite: Graduate classification.
EDCI 611 Teaching English as a Second Language  
**Credits 3.3 Lecture Hours.**
Translation of theory into practice stressing various methods and techniques in ESL; relationship of language development, culture and conceptual processes to language teaching.
**Prerequisite:** Graduate classification.

EDCI 612 Bilingual/ESL Content-Area Instruction  
**Credits 3.3 Lecture Hours.**
Integrating English language instruction with content-based ESL instruction in science, mathematics and social sciences for non-English speaking students.
**Prerequisite:** Graduate classification.

EDCI 614 ESL for International and Intercultural Settings  
**Credits 3.3 Lecture Hours.**
International and intercultural teaching practices with major emphasis on second language instruction in an international setting.
**Prerequisite:** Graduate classification.

EDCI 615 Classroom Practice in Adult ESL  
**Credits 3.3 Lecture Hours.**
Literacy practice issues in adult ESL literacy leading to assessment, instructional planning, curriculum development and program evaluation.
**Prerequisite:** Graduate classification.

EDCI 617 Early Childhood Mathematics and Science  
**Credits 3.3 Lecture Hours.**
Development of mathematical and science concepts in young children from developmental and scientific perspectives.
**Prerequisite:** Graduate classification.

EDCI 619 Teaching and Learning Number and Quantity Concepts  
**Credits 3.3 Lecture Hours.**
Examination of the content, pedagogy, technology, and research on teaching and learning concepts on number and quantity concepts; discussion of contemporary issues in K-12, standards and assessment.
**Prerequisite:** Graduate classification.

EDCI 620 Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning  
**Credits 3.3 Lecture Hours.**
Examination of integrated and multidisciplinary practice-based pedagogies; building of interdisciplinary bridges among content areas; melding sociocultural and cognitive factors influencing STEM education across K-12 levels; discussion of underrepresented groups binding best practices; development and evaluation of STEM project-based learning.
**Prerequisite:** Graduate classification.

EDCI 621 Teaching and Learning Space, Dimension, and Measurement Concepts  
**Credits 3.3 Lecture Hours.**
Examination of the content, pedagogy, technology, and research on teaching and student learning concepts on space, dimension, and measurement concepts. Discussion of contemporary issues in K-12, standards and assessments.

EDCI 622 Theories of Learning and Teaching Mathematics  
**Credits 3.3 Lecture Hours.**
Theoretical bases of the learning and teaching of mathematics, including an examination of the research which supports the theoretical bases.

EDCI 623 Teaching and Learning Pattern and Change Concepts  
**Credits 3.3 Lecture Hours.**
Examination of the content, pedagogy, technology, and research on teaching and learning concepts on skills in algebra, functions and calculus. Discussion of contemporary issues in K-12, standards and assessment.

EDCI 624 Assessing Cognitive, Conceptual, and Fluency Structures Related to Learning and Teaching Mathematics  
**Credits 3.3 Lecture Hours.**
Examines diagnostic and assessment procedures in mathematics and their potential for identifying problem areas related to children's acquisition of mathematical skills; number and quantity concepts.
**Prerequisite:** Graduate classification.

EDCI 625 Teaching and Learning Mathematics with Diverse Learners  
**Credits 3.3 Lecture Hours.**
Examining diagnostic and assessment procedures in mathematics and their potential for identifying problem areas related to children's acquisition of mathematical skills; number and quantity concepts.
**Prerequisite:** EDCI 624.

EDCI 627 Teaching and Learning Data Analysis and Uncertainty Concepts  
**Credits 3.3 Lecture Hours.**
Examination of the content, pedagogy, technology, and research on teaching and student learning of concepts and skills in probability, statistics, and discrete mathematics; discussion of contemporary issues and K-12 curriculum, standards and assessment.
**Prerequisite:** Graduate classification.

EDCI 628 Analyzing and Reporting Field Based Research  
**Credits 3.3 Lecture Hours.**
Analyze data from classroom observation, empirical tests and interviews; link theoretical and practical mathematics education to analysis of qualitative and quantitative data; equip teacher-leaders and researchers with the resources to interpret classroom phenomena from the research perspective using research-based theories of teaching and learning.
**Prerequisite:** Graduate classification.

EDCI 629 Benchmarks in Urban Education  
**Credits 3.3 Lecture Hours.**
Identifies, analyzes, and applies benchmarks in urban education using research findings.
**Prerequisites:** Doctoral classification; urban education emphasis or approval of instructor; concurrent enrollment in EDCI 637.

EDCI 630 Urban Education  
**Credits 3.3 Lecture Hours.**
Develops a knowledge base in urban education; share and discuss theoretical and conceptual frameworks that permeate city schools; examines historical perspective, pedagogical knowledge and insights of urban educational experiences.
**Prerequisites:** Graduate classification; urban education emphasis; concurrent enrollment in EDCI 648; or approval of instructor.

EDCI 631 Mentoring the Novice Educator  
**Credits 3.3 Lecture Hours.**
To prepare the "teaching" graduate student to observe, evaluate, and reflect upon teaching, mentoring, communication, and supervision skills that support the novice or pre-service teacher with tools necessary to be successful. Examine research related to effective mentoring and supervising strategies and behaviors in environments which support mentoring behavior.
**Prerequisite:** Graduate classification.

EDCI 632 Program Evaluation in Curriculum and Instruction  
**Credits 3.3 Lecture Hours.**
Program evaluation, investigating its purposes and procedures, with attention to settings, personnel and performance; review of standards, principal theories and models; study of histories, political contexts, ethics and the nature of evidence.
**Prerequisite:** Graduate classification.
EDCI 633 Educator as Learner  
Credits 3.3 Lecture Hours.  
Designed to challenge the graduate learner as one who studies metacognition, working to understand how self and others process learning, maximize application of learning and evaluate the meaning of learning; for students working with others in a role of mentor, supervisor, administrator or coach in a PK-12 setting.  
Prerequisite: EDCI 631.

EDCI 634 Reflective Inquiry  
Credits 3.3 Lecture Hours.  
Explores the differences and unique characteristics of moral, multiperspective, collaborative, deliberative, autobiographical, and critical inquiries, and reflective practice related to all forms of inquiry; analyzes the implications of educator growth through reflective practices and the part that reflection plays in developmental growth and professional development.  
Prerequisite: Graduate classification.

EDCI 636 Educator as Researcher  
Credits 3.3 Lecture Hours.  
Develops action research skills to enable them to critically analyze insights into the historical, philosophical and social foundations of reflective teaching and leadership in educational environments. Includes an analysis of theories, methodologies, implications and actions related to educational action research.  
Prerequisite: Graduate classification.

EDCI 637 Urban Education: Policy and Analysis  
Credits 3.3 Lecture Hours.  
Urban education policy making processes, emphasis on interaction between politics and educational policy.  
Prerequisites: Doctoral classification; emphasis in urban education or approval of instructor; concurrent enrollment in EDCI 629.

EDCI 638 Trends in Curriculum and Instruction  
Credits 3.3 Lecture Hours.  
Recent research and development in theories and practices of curriculum and instruction; curriculum innovations, school organization and new instructional media.

EDCI 639 Grant Writing for Professional Development  
Credits 3.3 Lecture Hours.  
Focus on the skills necessary to address a Request for Proposal (RFP) through the development and writing of a competitive funding proposal; attention to the process of identifying foundation, public, and corporate funding opportunities available to support specific programmatic needs/areas.  
Prerequisite: Graduate classification.

EDCI 640 Language/Literacy for Bilingual/Multicultural Young Learners  
Credits 3.3 Lecture Hours.  
Critical multicultural perspectives on the acquisition and development of communication skills by young children who represent bilingual and multicultural backgrounds; critique of language development practices as applied in education settings with young children.  
Prerequisite: Graduate classification.

EDCI 641 The African American Learner in Urban Settings  
Credits 3.3 Lecture Hours.  
Supports graduate level students in locating, reviewing, synthesizing, and analyzing research on the African American learner in urban settings.  
Prerequisites: Doctoral classification; urban education emphasis; or approval of instructor.

EDCI 642 Multicultural Education: Theory, Research and Practice  
Credits 3.3 Lecture Hours.  
Theory and research that undergirds the discipline of multicultural education by exploring the philosophical, anthropological and psychological theoretical frameworks.  
Prerequisite: Graduate classification.

EDCI 643 Teaching in Urban Environments  
Credits 3.3 Lecture Hours.  
Provide educators with historical perspectives, pedagogical knowledge and insights concerning educational experience of teachers and learners in urban environments. Will address cognitive, psychomotor and affective aspects of teaching and learning in urban environments.  
Prerequisite: Graduate classification.

EDCI 644 Curriculum Development  
Credits 3.3 Lecture Hours.  
Curriculum development; bases of curriculum design; problems of balance, scope, organization, sequence, selection and articulation.

EDCI 645 Society and Education in World Perspective  
Credits 3.3 Lecture Hours.  
Comparative education; interrelationships among societal institutions and particular roles that education plays in different cultures and political systems.

EDCI 646 Instruction Theory  
Credits 3.3 Lecture Hours.  
Theoretical basis for research and training in instruction; systematic study of existing research on key factors influencing instructional effectiveness. Exploration of interaction among variables of instruction. Doctoral level only.

EDCI 647 Curriculum Theory  
Credits 3.3 Lecture Hours.  
Theoretical basis for curriculum conceptualization, development, evaluation and implementation; value and empirical basis of curriculum decision-making strategies for curriculum change. Doctoral level only.

EDCI 648 Urban Schools and Communities  
Credits 3.3 Lecture Hours.  
Sociological, historical, philosophical, anthropological, and political dimensions of urban schools and community change; issues and contexts grounded in core disciplines of social sciences.  
Prerequisites: Graduate classification.

EDCI 650 The Bilingual/Multicultural Young Child in Family and Culture  
Credits 3.3 Lecture Hours.  
Bilingual/multicultural notions of family/culture as foundations for learning/anthropological investigation including cross-cultural comparisons of western concepts of "child" and "parenting;" critique of various constructions of child as learner within family context and monocultural perspectives of "developmentally appropriate" educational practice.  
Prerequisite: Graduate classification.

EDCI 651 Bilingual/Multicultural Early Childhood Education  
Credits 3.3 Lecture Hours.  
Historical/current models of early childhood curriculum/methodology as a foundation for the more critical analysis of curriculum as social construction, grounded within values of a particular society or culture; bilingual/multicultural views of early childhood education, curriculum and teaching strategies requiring constant examination.  
Prerequisite: Graduate classification.
EDCI 652 Parental Involvement in Early Childhood Education
Credits 3.3 Lecture Hours.
Dynamics of the family unit, school-home communication systems, legalities of parent participation in the school, parent involvement, parent training and home bound programs; development of programs with parents.

EDCI 653 Education Policy for Language-Minority Children
Credits 3.3 Lecture Hours.
Analysis of language planning, educational policies and instructional models in the U.S. and internationally for the education of young language-minority students.
Prerequisite: Graduate classification.

EDCI 654 Organization and Operation of Early Childhood Education Programs
Credits 3.3 Lecture Hours.
Comprehensive survey of the various types of preschool centers serving the needs of young children; operating procedures, programs and services provided; experimental educational research projects now being conducted with young children.

EDCI 655 Contemporary Visual Culture
Credits 3.3 Lecture Hours.
Interdisciplinary investigation of visual culture and related cultural, social, political, digital, ontological, and educational issues, theories, and production and consumption practices in the postmodern era; examination of social justice, cultural work, and democratic pedagogy.
Prerequisite: Graduate classification.

EDCI 656 Learning Theories for Teachers of Young Children
Credits 3.3 Lecture Hours.
Educational applications developed from theory and research of young learners, specifically the processes of learning.
Prerequisite: Graduate classification.

EDCI 658 History of Education
Credits 3.3 Lecture Hours.
The genesis of formal education in the Western world beginning with the ancient Greeks and working through the Enlightenment; tracing the idea that schooling is a fundamental part of human existence and therefore crucial to all questions concerning the human condition.
Prerequisite: Doctoral classification or approval of instructor.

EDCI 659 History of American Education
Credits 3.3 Lecture Hours.
The social and institutional role of public education in the United States from 1789 to the present; including clarification of the political and economic underpinnings that have worked catalytically to change the structure of public education in terms of philosophy, methods and curricula.
Prerequisite: Doctoral classification or approval of instructor.

EDCI 660 Research Investigating the Science Teacher Professional Continuum in Texas
Credits 3.3 Lecture Hours.
Reviews general features and investigates aspects of the science teacher professional continuum (TPC), including recruitment, retention, induction, mentoring, professional development, professional culture, and reformed practice; uses extant data sets in TPC research, including literature review, conceptual framework development, research proposal, IRB approval, data analysis, and making conclusions.
Prerequisite: Graduate classification in EDCI or approval of instructor.

EDCI 661 Mixed Methods Research in Curriculum and Instruction
Credits 3.3 Lecture Hours.
Introduction to mixed methods research, including a brief history of approaches to educational research; comparison of scientific research and educational research; specific designs and methods for mixing qualitative and quantitative approaches in data collection, analysis, and synthesis.
Prerequisite: Graduate classification.

EDCI 662 Philosophical Theories of Education
Credits 3.3 Lecture Hours.
Selected historical theories of education from Plato to Skinner; evaluating educational ends and means; the nature of knowledge, its acquisition and transmission. Doctoral level only.

EDCI 663 Scientific Inquiry in K-16 Classrooms
Credits 3.3 Lecture Hours.
Theory and research on the integration of scientific inquiry into classroom instruction in K-16 learning environments, emphasizing curriculum decision-making, alignment, and design across the K-16 continuum.

EDCI 665 Science and Mathematics Curricula
Credits 3.3 Lecture Hours.
Critical exploration of the trends and issues in school science and mathematics programs; consideration of the foundations and strategies for the design, selection, and evaluation of mathematics and science curricula.

EDCI 666 History and Culture of Science Education: 1900 to Present
Credits 3.3 Lecture Hours.
Analysis of research in science education which relates the historical and philosophical basis of science and science teaching; emphasis on implications for improved instruction, especially on the nature of science, its relation to other disciplines, and student understanding of the scientific way of knowing.

EDCI 667 Research and Foundations of Science Education
Credits 3.3 Lecture Hours.
Explores science and its endeavors from a sociological perspective in order to make inferences on school science practice and science teaching; discusses the social context of disciplinary knowledge, problems of experimentation and scientific measurement, originality, cognitive particularism, collectivization of science, and peer review.
Prerequisite: Graduate classification.

EDCI 668 History and Culture of Science Education: 1900 to Present
Credits 3.3 Lecture Hours.
Science education as a discipline, profession, culture and a component in the education of K-16 students during the last 100 plus years in the United States and selected developed nations.
Prerequisite: Graduate classification.

EDCI 669 Science Education in Sociological Context
Credits 3.3 Lecture Hours.
Explores science and its endeavors from a sociological perspective in order to make inferences on school science practice and science teaching; discusses the social context of disciplinary knowledge, problems of experimentation and scientific measurement, originality, cognitive particularism, collectivization of science, and peer review.
Prerequisite: Graduate classification.

EDCI 670 Social Studies in Elementary and Secondary Education
Credits 3.3 Lecture Hours.
Methodology course focusing upon the implementation, both practical and theoretical, of the objectives of social studies: current trends, resource materials, demonstrations of teaching methods.

EDCI 671 How People Learn Science
Credits 3.3 Lecture Hours.
The study of science learning and epistemology, centered upon the essays "How People Learn and How Students Learn Science;" reviewing and discussing learning science design strategies and theories of learning science in light of understanding and advancing students’ learning, classroom interactions, and the organization of schools.
Prerequisite(s): Graduate classification.
EDCI 673 Analysis of Teaching Behavior
Credits 3. 3 Lecture Hours.
Identification of beliefs and assumptions regarding teaching; review of research on teacher effectiveness; alternative methods for gathering data regarding dimensions of teaching behavior; development of teacher analysis systems.

EDCI 675 Teaching Strategies: Patterns of Learning
Credits 3. 3 Lecture Hours.
Learning and teaching theory and research applied to development of teaching strategies appropriate for various contents, objectives and instructional situations; variables influencing learner behavior and approaches to optimization of teacher behavior.
Prerequisite: EPSY 602 or EPSY 673 recommended.

EDCI 676 Evaluation and Implementation of Electronic Learning Materials
Credits 3. 3 Lecture Hours.
Principles of instructional design applied to electronic materials adoption and organizational management for implementation of eLearning resources; Emphasis on guidelines for selecting and evaluating eLearning resources addressing individual learner needs using online delivery platforms.
Prerequisite: Graduate classification.

EDCI 677 Strategies for Teaching in a Culturally Pluralistic Society
Credits 3. 3 Lecture Hours.
Research concerning the cognitive, psychomotor and affective aspects of learning and teaching among culturally diverse learners; practical applications to curriculum and instruction.

EDCI 680 Proseminar
Credit 1. 1 Other Hour.
Structured seminar on major concepts, principles and issues in education drawn and analyzed from various contributing theoretical and research bases. Critical new developments incorporated as they occur. Required of all Ed.D. students. May be repeated for credit.
Prerequisite: Approval of instructor.

EDCI 681 Seminar
Credit 1. 1 Lecture Hour.
Professional roles and responsibilities, research, special topics and other issues relevant to master’s and doctoral students in curriculum and instruction.

EDCI 682 Seminar in...
Credit 1. 1 Lecture Hour.
Knowledge, skills and attitudes in educational curriculum and instruction. Specific topics will be assigned for each seminar as it is offered. May be repeated for credit.

EDCI 683 Field Practicum
Credits 1 to 3. 1 to 3 Other Hours.
Designed to provide supervised experiences based upon a theoretical framework in profession settings related to the work of teaching, learning and culture; practical experiences closely supervised by the department faculty.
Prerequisite: Approval of instructor.

EDCI 684 Professional Internship
Credits 1 to 6. 1 to 6 Other Hours.
On-the-job training for educational curriculum and instruction majors under the supervision of successful, experienced personnel from the University; conducted in a setting appropriate to the student’s projected career aspirations and areas of specialization.

EDCI 685 Directed Studies
Credits 1 to 4. 1 to 4 Other Hours.
Directed individual study of selected problems in the field of education.

EDCI 686 Research Methods in EDCI I
Credits 3. 3 Lecture Hours.
Framework for understanding distinctions among research methodologies used in the field of curriculum and instruction; includes classes of research questions, methods of collecting and decisioning evidence, theoretical assumptions, strengths, weaknesses, and the work of major proponents.
Prerequisite: Admission into TLAC doctoral program.

EDCI 687 Research Methods in EDCI II
Credits 3. 3 Lecture Hours.
Framework for understanding distinctions among research methodologies used in the field of curriculum and instruction; includes classes of research questions, methods of collecting and decisioning evidence; basic principles of descriptive and inferential statistics and their application in context of various research paradigms.
Prerequisite: EDCI 686.

EDCI 688 Research Methods in EDCI III
Credits 3. 3 Lecture Hours.
Framework for understanding distinctions among research methodologies used in the field of curriculum and instruction; includes classes of research questions, methods of collecting and decisioning evidence; basic principles of multivariate statistics and their application in context of various research paradigms.
Prerequisite: EDCI 687.

EDCI 689 Special Topics in...
Credits 1 to 4. 1 to 4 Lecture Hours.
Selected topics in an identified area of curriculum and instruction. May be repeated for credit.

EDCI 690 Theory of Curriculum and Instruction Research
Credits 3. 3 Lecture Hours.
Theory and design of research problems and experiments in various subfields of curriculum and instruction; communication of research proposals and results; evaluation of current research of faculty and student and review of current literature. May be repeated for credit.

EDCI 691 Research
Credits 1 to 23. 1 to 23 Other Hours.
Research for thesis or dissertation.

EDCI 692 Professional Study
Credits 1 to 23. 1 to 23 Other Hours.
Approved professional study of project undertaken as the terminal requirement for doctor of education degree. Preparation of a record of study summarizing the rationale, procedure and results of the completed project.
Prerequisite: Approval of major advisor.

EDCI 701 Elementary Science Instructional Strategies and STEM Learning
Credits 3. 3 Lecture Hours.
Development of engaging STEM activities using inquiry and project-based learning approaches; creation of appropriate assessments for STEM activities and integrated STEM learning units.
Prerequisite: Graduate classification.
EDCI 702 Elementary Mathematics Instructional Strategies and STEM Learning  
Credits 3. 3 Lecture Hours.  
Teaching models and the design of elementary mathematics instruction for digital age learners; emphasis on inquiry learning models in science, technology, engineering and mathematics (STEM).  
**Prerequisite:** Graduate classification.  

EDCI 751 Problem-Based Research Frameworks  
Credits 3. 3 Lecture Hours.  
Introduction to scientific research associated with problems in K-12 curriculum and instruction settings; evaluation and problem solving for effective solutions to educational problems in school-based settings.  
**Prerequisite:** Graduate classification and admission to online EdD in EDCI.