and throughout the broader university community. Readings and class activities provide students with the opportunity to learn about different research epistemologies and to explore taken-for-granted assumptions about educational research in general and research design and methodology in particular.

**Prerequisite:** C I 400, C I 550

**C-S 560:** Principles of Instructional Supervision

3 Credits

Social and institutional settings for instructional supervision; functions, activities, and practices of supervision; supervisory case studies. EDLDR 560 C-S 560 Principles of Instructional Supervision (3) This course explores themes, trends, and key ideas that influence current supervisory practices. Course content gives specific attention to supervisory practice in relation to teaching practices and to life in schools.

**Prerequisite:** teaching or school administrative experience; 18 credits in education, at least 5 of which are methods of teaching

Cross-listed with: EDLDR 560

**C-S 562:** Methods of Classroom Supervision and Coaching

3 Credits

Strategies and techniques for supervision/coaching of instruction intended to enhance teacher reflection, self-direction, and autonomy. C-S 562 Methods of Classroom Supervision and Coaching (3) This course has been designed to equip students with the knowledge, skills, and dispositions necessary to engage in a variety of supervisory processes aimed at teacher growth and renewal as well as enhanced student learning. The outcome of these supervisory activities should be the development of teachers who are more analytical about their practice and its impact on learners, are more adept at solving the complex problems of teaching practice, and are more reflective about their teaching capabilities.

**Prerequisite:** EDLDR 560, teaching administrative, or other professional education work experience

**C-S 563:** Designing Staff Development Programs

3 Credits

Designing, implementing, and evaluating effective staff development programs for personnel in educational settings. EDLDR 563 Designing Staff Development Programs (3) This course has been designed to provide students with the opportunity to develop a deep understanding of the process of professional development in education at the theoretical and practical levels as well as the ability to apply this understanding to the design, evaluation, and analysis of professional development activities and programs.

**Prerequisite:** EDLDR 560

Cross-listed with: EDLDR 563

**C-S 564:** Supervision Theory

3 Credits

Critical analysis of alternative theories of instructional supervision and in-depth examination of trends and issues in supervision. C & S (EDLDR) 564 Supervision Theory (3) This course entails critical analysis of alternative theories of instructional supervision and in-depth examination...
of trends and issues in supervision. Students critique and contrast existing models of instruction, identify and analyze issues in supervision and conceptually and articulate their own supervisory model.

**Prerequisite:** EDLDR560

C-S 576: Research Methods in Teacher Education

3 Credits

A basis in theory, findings from research, research design, and methodologies related to teacher education.

Cross-listed with: EDPSY 576

C-S 590: Colloquium

1-3 Credits/Maximum of 4

Recommended Preparation: This course is ONLY for students admitted to the doctoral program in Curriculum and Instruction specializing in Curriculum and Supervision. Continuing seminars that consist of a series of individual lectures by faculty, students, or outside speakers.

C-S 597A: **SPECIAL TOPICS**

1-9 Credits