CI 195: Early Observation Experience for Teacher Preparation

1-2 Credits/Maximum of 2

Early observational work in educational settings with a variety of age/grade levels.

CI 200: Peer Tutoring

1 Credits

Prepares students to develop successful practices as a peer tutor.

CI 210: Small Group & One-on-one Tutoring

1 Credits

The course gives students knowledge in one-on-one peer tutoring as well as in a small group setting.

CI 250: Education Research: Issues and Approaches

3 Credits

Introduction to frameworks and methods for education research, including classroom-based and non-classroom-based research. CI 250H Education Research: Issues and Approaches (3) This course serves as an introduction to the major issues and traditions surrounding research in education. Educational research spans the full range of settings in which people learn and/or teach, including schools and classrooms but also non-school settings such as community, therapeutic, or workplace environments. This research is carried out within a broad range of intellectual traditions and using a diverse set of methodologies as well. Further, some educational research is carried out by practitioners as they engage in their daily work (such as teachers conducting classroom inquiry), while others study education from non-practitioner perspectives. This course will serve as an overview of major questions, frameworks, and methods that characterize educational inquiry, serving as an introduction to the broad set of frames for studying education. In addition, the course will address controversies surrounding the conduct and utility of educational research. The course is appropriate for undergraduate students interested in engaging in independent research, honors theses, or collaboration on faculty research projects; or those simply interested in becoming more informed consumers of research on education. Students will read examples of research in different education subfields, interact with faculty from various subfields in education, and consider how their own educational questions might be approached. Students will also learn about the dissemination of education research in journals and presentations. Upon finishing the course, students will be prepared to develop a research proposal suitable for an undergraduate project such as a thesis or capstone paper.

Honors

CI 280: Introduction to Teaching English Language Learners

3 Credits

Introduction to language, culture, instruction, assessment, and professionalism as they relate to teaching English Language Learners in U.S. schools. CI 280 focuses on the development of foundational knowledge to successfully assist English language learners in U.S. school contexts. The basic premise of the course is that teachers play an important role in creating a positive classroom learning environment and bringing school success for English language learners. This course is designed to develop essential dispositions, skills, and knowledge for teacher education students to fulfill their important role. Course objectives are to understand culture, language, learning contexts, and pedagogy. Culture focuses on a) sociocultural characteristics of English language learners, b) how English language learners' cultural communication and learning styles affect the learning process, c) how English language learners' cultural values affect their academic achievement and language development, d) negative effect of cultural bias in instruction, materials and assessments, and e) the importance of developing cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.

Prerequisite: EDPSY 10; EDPSY 14; EDTHP 115

GenEd Learning Objective: Key Literacies

CI 295: Introductory Field Experience for Teacher Preparation

1-3 Credits/Maximum of 6

Selected observation of schooling situations with small group and tutorial participation.

Prerequisite: second-semester standing, Official clearances required. See: http://www.ed.psu.edu/preservice/clearance.htm

CI 295A: Introductory Field Experience for Teacher Preparation

1-3 Credits

CI 295A Introductory Field Experience for Early Childhood Education (1-3) CI 295A is designed to enable students interested in early childhood education as a potential major and career to gain experience observing and assisting in a variety of school and community settings. Students will be engaged in observing as well as tutoring individual children and small groups of children in pre-kindergarten settings as well as in kindergarten through fourth grade settings. As students have not yet been exposed to methods of instructional planning and delivery, their tutoring of individuals and small groups will be carried out under the direct supervision of a professional teacher. Through their observation and participation in these educational settings, students will develop an awareness of observation as a tool for understanding and analyzing educational environments, teaching and learning. They will develop an understanding of the nature of participant observation as well as a variety of frameworks and strategies that can be used for observation as well as the skills necessary to communicate observations professionally and ethically. Engaging in extended observations in educational settings provides students with an opportunity to enrich and deepen their understanding of a variety of educational concepts that they will encounter in prerequisite or concurrent courses including child development, English language learning and development, principles of human learning, individual differences in human ability including special needs students, cultural diversity, and contemporary issues in education and their impact on childhood educational settings. Finally, CI 295A will provide an opportunity for students to examine childhood education as a future career. They will be introduced to notions of teaching in general
as a career as well as to specialized aspects of teaching in both pre-kindergarten and elementary school settings. Students will examine their own biographies as learners and the implications of their biographies for the development of a teacher identity and the potential suitability of childhood education as a career. Students will also be engaged in examining a variety of codes for professional and ethical conduct for educators. Through examining, critiquing and synthesizing these various articulations of professionalism, students will begin the development of a personalized code of ethical, and professional conduct.

**Prerequisite:** second semester standing; Concurrent: HD FS229 or C I 280 or EDPSY014 or EDTHP115 or SPLED400

CI 295B: Introductory Field Experience in Middle Level Education

1-3 Credits/Maximum of 3

C I 295B Introductory Field Experience for Middle Level Education (1-3) CI 295B is designed to enable students interested in middle level education (Grades 4 to 8) as a potential major and career to gain experience observing and assisting in a variety of school settings. Students will be engaged in observing as well as tutoring individual children and small groups of children in middle level educational settings. As students have not yet been exposed to methods of instructional planning and delivery, their tutoring of individuals and small groups will be carried out under the direct supervision of a professional teacher. Through their observation and participation in these educational settings, students will develop an awareness of observation as a tool for understanding and analyzing educational environments, teaching and learning. They will develop an understanding of the nature of participant observation as well as a variety of frameworks and strategies that can be used for observation as well as the skills necessary to communicate observations professionally and ethically. Engaging in extended observations in educational settings provides students with an opportunity to enrich and deepen their understanding of a variety of educational concepts that they will encounter in prerequisite or concurrent courses including child development, English language learning and development, principles of human learning, individual differences in human ability including special needs students, cultural diversity, and contemporary issues in education and their impact on middle level educational settings. Finally, CI 295B will provide an opportunity for students to examine middle level education as a future career. They will be introduced to notions of teaching in general as a career as well as to specialized aspects of teaching in both pre-kindergarten and elementary school settings. Students will examine their own biographies as learners and the implications of their biographies for the development of a teacher identity and the potential suitability of middle level education as a career. Students will also be engaged in examining a variety of codes for professional and ethical conduct for educators. Through examining, critiquing and synthesizing these various articulations of professionalism, students will begin the development of a personalized code of ethical, and professional conduct.

**Prerequisite:** second semester standing, HD FS229 or equivalent

CI 295D: **SPECIAL TOPICS**

3 Credits

CI 295H: Introductory Field Experience for Teacher Preparation

1-3 Credits/Maximum of 6

Selected observation of schooling situations with small group and tutorial participation.

Honors

CI 296: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

Honors

CI 297: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

CI 387: Education, Culture, and Society in Brazil and Colombia

3 Credits

Given the increasing need to instill students with global perspectives, students from a range of backgrounds and academic majors will benefit from an in-depth exploration of the educational systems, cultures, and societies of Brazil and Colombia -- additionally, the course may also prepare students for (optional) summer travel to Brazil and/or Colombia (provided they are interested in either of both of those opportunities). Students are invited to use their emerging understandings to reflect upon the U.S. educational system, its culture, and its society. Throughout the course, students will examine the structure of educational systems, educational policy, educational inequality across nations, education as a constitutional right, colonial histories, Dependency Theory, government corruption, urban and rural environments, labor issues, economics (i.e. Marxism, socialism, communism, inflation, currency devaluation, neoliberalism), politics, Colombia's ongoing civil war, and Brazilian culture (including music, beauty obsession, and sports). In addition, the course also provides a grounding in basic travel skills and basic Portuguese. Although the course's main emphasis is on education, students from a broad variety of backgrounds and educational interests are encouraged to enroll, since they are likely to find a broad array of topics that will increase their international acumen considerably.

Honors
CI 395: Internship
1-18 Credits/Maximum of 18
Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.

CI 400: Introduction to Research Literature
3 Credits
Introduction to research literature and methodology; stress on interpretation, sources, and research reporting.
Prerequisite: student teaching or teaching experience

CI 405: Strategies in Classroom Management
3 Credits/Maximum of 3
Managing and coping with disruptive student behavior in instructional settings so that they support the teaching/learning process. EDLDR 405 / CI 405 Strategies in Classroom Management (3) This course has been designed to engage students in in-depth examination of the process of creating and sustaining a classroom learning community that fosters and enables success for all children. Emphasis is placed on understanding a variety of theoretical models of classroom management as well as observing and studying individual children to develop a better understanding of their needs. The result should be the development of a coherent set of beliefs concerning the creation of classroom learning environments that support learners and meet their individual needs.
Prerequisite: teaching experience or supervised practicum experience
Cross-listed with: EDLDR 405

CI 444: Writing Support for IUG and Honors Scholars
3 Credits
The purpose of this course is to support IUG/Reading Specialist MEd students in writing their Master’s papers as well as Schreyer Honors Scholars in The College of Education writing their Honors theses. The course provides an overview to the conventions of academic writing, and divides a major task into manageable sections. This class walks students through each section, provides models, and engages students in the actual practice of writing. Substantial working time is dedicated to writing the thesis. Students often have more faith in their ability to structure writing time into their week than is actually warranted. This course provides structured writing time, and students work in close proximity to other writers and to instructor feedback.
Prerequisite: 4th Semester Standing
Honors

CI 460: The Creative Child
3 Credits
This course will explore the relationships among the various arts and material inquiries and learning for children in the preschool and elementary years via research, theory, and pedagogical application. CI 460 is one component in the PSU teacher education program that is unified by the basic set of principles supporting the development of a broader and more inclusive understanding of texts, art, children, and communities. Students will learn about theories of child art, creativity, and multimodal learning as they engage in their own creative processes and plan to integrate the creative arts in early childhood and elementary classrooms.
Prerequisites: CI 295A AND EDTHP 115

CI 492: Identities, Power and Perceptual Pedagogies in Teaching and Learning
3 Credits
Students will perform inquiries into the intersections of identities, power, and pedagogical formations in relation to urban teaching/learning contexts. AFAM 492 / CI 492 / EDTHP 492 Identities, Power and Perceptual Pedagogies in Teaching and Learning (3) In this course, students will take part in inquiries into the intersections of identities, power, and perceptual pedagogies, particularly as these phenomena pertain to methods of teaching and learning in urban contexts. To develop new knowledge and analytic skills, students will be introduced to perceptual and conceptual frameworks that assist deep engagements with youth- and teacher-centered case studies. These cases will depict actual lived experiences among racially and economically diverse students and teachers in urban contexts.
Prerequisite: 5th semester standing
Cross-listed with: AFAM 492, EDTHP 492

CI 495: Internship
1-18 Credits/Maximum of 18
Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.
Prerequisite: prior approval of proposed assignment by instructor

CI 495A: Clinical Application of Instruction—PK¿4
1-6 Credits/Maximum of 6
C I 495A Clinical Application of Instruction—Early Childhood Education (3) The emphases in CI 495A are on meeting professional expectations of teaching professionals and planning and teaching lessons. Teacher candidates are placed in classrooms in the Central Region of Pennsylvania, which is an area within a 70-mile radius of State College. A university supervisor observes candidates on a weekly basis during this field experience. In addition to the on-going field experience, teacher candidates enrolled in CI 495A meet in weekly seminars. During seminars, candidates are engaged in discussions addressing lesson planning, differentiation of instruction, classroom management techniques, and teacher professionalism. CI 495A is a part of a block of courses in a PSU teacher education program that is unified by a basic set of principles and a field experience component.
Prerequisite: CI 295, EDPSY014, EDTHP115 . Official clearances required. See: http://www.ed.psu.edu/preservice/clearance.htm; Concurrent: regular professional methods courses in area of certification.

CI 495B: Clinical Application of Instruction—Middle Level Education
3-15 Credits/Maximum of 15
C I 495B Clinical Application of Instruction—Elementary and Kindergarten Education (3) CI 495B for Middle Level Education is a full-time teaching practicum. It provides an opportunity for teacher candidates to integrate concepts, theories, and ideas from their coursework. Specifically, CI 495B engages candidates in examining 1) what it means to be a professional
and establish professional relationships with colleagues, students, and families, 2) how to use various tools (e.g., observation, writing, reflection, teaching, case studies, etc.) that are available to them in learning to be a teacher, 3) how to make connections across the various courses and experiences they are taking during the semester, and 4) how effectively they are developing their knowledge and skills as a beginning teacher and what sources of evidence they should use in judging their effectiveness. Teacher candidates in CI 495B are expected to achieve desired outcomes in four domains: 1) planning and preparing for student learning, 2) teacher, 3) inquiry and analysis of teaching and learning, and 4) fulfilling professional responsibilities. CI 495B is a part of a block of courses in a PSU teacher education program that is unified by a basic set of principles and a field experience component.

**Prerequisite:** CI 295, EDPSY014, EDTHP115. Official clearances required. See: [http://www.ed.psu.edu/preservice/clearance.htm](http://www.ed.psu.edu/preservice/clearance.htm); Concurrent: MTHED420, SCIED458, SS ED430W

**CI 495C:** Clinical Application of Instruction -- Secondary Education

3 Credits/Maximum of 3

Practicum situation for demonstration of selected instructional strategies and management skills acquired in professional training. To be offered only for Satisfactory/Unsatisfactory grading.

**Prerequisite:** CI 295, EDPSY014, EDTHP115. Official clearances required. See: [http://www.ed.psu.edu/preservice/clearance.htm](http://www.ed.psu.edu/preservice/clearance.htm); Concurrent: special methods course(s) in area of certification

**CI 495D:** Practicum in Student Teaching--Childhood and Early Adolescent Education

12 Credits/Maximum of 12

Full-time classroom instruction in early childhood and elementary education. Students supervised by University personnel and practicing teachers. No concurrent courses other than CI 495F permitted.

**Prerequisite:** CI 495A or CI 495B; a grade of C or higher in all specified and professional courses. Official clearances required. See: [http://www.ed.psu.edu/preservice/clearance.htm](http://www.ed.psu.edu/preservice/clearance.htm)

**CI 495E:** Practicum in Student Teaching--Secondary Education

15 Credits/Maximum of 15

Full-time classroom instruction in secondary education. Students supervised by university personnel and practicing teachers. No concurrent courses permitted.

**Prerequisite:** CI 495C, seventh-semester standing, and grade of C or higher in all specified and professional courses. Official clearances required. See: [http://www.ed.psu.edu/preservice/clearance.htm](http://www.ed.psu.edu/preservice/clearance.htm)

**CI 495F:** Professional Development Practicum

3 Credits/Maximum of 3

Instruction concurrent with student teaching practicum. Students focus on the solution of instructional problems identified at the practicum site.

**Prerequisite:** Official clearances required. See: [http://www.ed.psu.edu/preservice/clearance.htm](http://www.ed.psu.edu/preservice/clearance.htm); Concurrent: CI 495D

**CI 496:** Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

**CI 496H:** Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

**Honors**

**CI 497:** Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.