CONTEMPORARY LEARNING AND INTERDISCIPLINARY RESEARCH (CLAIR) (CLGE)

CLGE 0900. Permanent Matriculation. (0 Credits)
Students are admitted to doctoral degree programs on a provisional matriculation basis. During the semester in which provisional doctoral students expect to complete their 12th to 15th credit of doctoral work, they must apply for permanent matriculation status by enrolling in either ASGE 0900, CLGE 0900, CTGE 0900, or PSGE 0900. Students will be evaluated by the faculty of the appropriate division and will be continued in the program only on the recommendation of the faculty of the division and with the approval of the associate dean for academic affairs. Consult your adviser or division chair for additional information on permanent matriculation.

CLGE 6100. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)
Special topics for CLAIR program.

CLGE 6101. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)
Used with unique course title each time offered.

CLGE 6102. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)
This module will focus on analyzing data gathered in mixed method research.

CLGE 6103. Special Topics in Contemporary Learning and Interdisciplinary Research. (1 Credit)
This module will focus on writing up and presenting mixed methods studies.

CLGE 6104. Special Topics in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)
This course shall be used with unique course titles and descriptions each time it is offered.

CLGE 6105. Interview Analysis. (1 Credit)
This module will focus on analyzing interview data.

CLGE 6106. Academic Writing. (1 Credit)
This module will focus on writing for academic purposes.

CLGE 6107. CLAIR Proseminar. (3 Credits)
This one-semester offering is designed to provide students, particularly those with less of an undergraduate and master's-level background in research, with an overview of key skill areas that they will need to master throughout their graduate career. These skill areas include developing research questions; research methodologies; data analysis; written and oral expression; and referencing style. The course will culminate in the development of a research project for the group to design as a cohort. The course will be graded as Pass/Fail, whereby a Pass will be awarded for active engagement in the class discussions and activities throughout the semester, and for successful completion of the final project.

CLGE 6140. Foundations of Interdisciplinary Research I. (3 Credits)
Representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions.
Attribute: TE.

CLGE 6142. Foundations of Interdisciplinary Research II. (3 Credits)
During this two-semester seminar, doctoral students will be immersed in representative seminal and field/action research studies drawing on the professional literature in psychology, anthropology, linguistics, and education to develop an understanding of diverse research traditions. Participants will explore research designs and processes in published studies for posing questions, and collecting, analyzing, and interpreting data from quantitative and qualitative perspectives. Drawing on the knowledge bases informing an interdisciplinary understanding of learning, we will design our individual and collaborative studies using hypothesis testing and hypothesis-generating stances, mindful of the ethical dimensions of these endeavors.

CLGE 6240. Global Perspectives on Language, Culture, and Equity. (1 to 3 Credits)
Provides theoretical and research exploration of global conceptualizations for communicating and learning in more than one language.

CLGE 6280. Multicultural Competencies and Tools of Awareness, Transformation, and Advocacy. (3 Credits)
Grounded in interdisciplinary theory, research, and practice implications for effective learning, this course is designed to develop: (a) foundational multicultural competencies, particularly in the self-awareness components of empathic resources and hidden biases, and (b) culturally relevant tools for promoting educational achievement for all students, including those vulnerable to discrimination. Students will be challenged to reflect on their own cultural biases, expand their conception of appropriate professional roles, and develop awareness, knowledge and skills necessary to facilitate effective learning opportunities with diverse students. This course incorporates didactic, experiential, cognitive, affective, individual, and small group models of learning.

CLGE 6380. Standardized and Alternate Assessments for Students at Risk or With Disabilities. (3 Credits)
Focus on practices and policies related to the use of standardized and alternative assessment approaches for understanding and supporting student learning, instructional planning, and policy making.
Attribute: TE.

CLGE 6400. Learning Through Language. (3 Credits)
An interdisciplinary course focusing on the relationship for teachers and supervisors between language as a tool for learning and language as evidence of learning. Particular emphasis will be placed on the relationship between these concerns and the need for improving the reading and writing proficiencies of students in all levels of education.

CLGE 6440. Understanding Contemporary Literacies. (3 Credits)
Introduces various frameworks of literacy in the contemporary world.

CLGE 6540. Development in Context. (1 to 3 Credits)
This course will review current thinking in developmental psychology as reflected in prevailing developmental theory and curent areas of research.

CLGE 6545. Structural, Philosophical and Psychological Examinations of Argument. (0 to 3 Credits)
Explores the form and function of arguments in writing and discourse.

CLGE 6550. Motivation to Learn. (1 to 3 Credits)
This course will focus on taking an in-depth look at achievement motivation from a psycholgical perspective.

CLGE 6555. Becoming Leaders of Contemporary Learning. (0 to 3 Credits)
Examine contemporary learning through the forces that are generally attributed to reshaping education in the 21st century.

CLGE 7150. Program Assessment and Evaluation II. (1 to 3 Credits)
This courses focuses on how to assess the effectiveness of educational service delivery systems, both in schools an other human service settings.

CLGE 7152. Prgm Assess & Eval II. (1 to 3 Credits)
Focuses on how to assess the effectiveness of educational service delivery systems, both in schools and other human service settings.

CLGE 7175. Internship in Contemporary Learning and Interdisciplinary Research. (0 to 3 Credits)
Students shall engage in professional experiences in the schools and/or education related agencies as interns.

CLGE 7190. Advanced Seminar in Interdisciplinary Research I. (0 to 3 Credits)
Team taught, two semester will scafford the skills and learning of research apprentices though the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7192. Advanced Seminar in Interdisciplinary Research II. (0 to 3 Credits)
Team-taught, two semester seminar will scafford the skills and learning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, and empirical research studies.

CLGE 7194. Adv Sem Interdis Res III. (0 to 1 Credits)
Three semester seminar will scaffold the skills & lerning of research apprentices through the process of conducting interdisciplinary, ethnographic, field, & empirical resarch studies.

CLGE 7220. Closing the Opportunity/Achievement Gap. (3 Credits)
Provides educators, leaders, and policy makers with the skills, knowledge, and dispositions to work with diverse youth populations.

CLGE 7240. Multilingual Literacy: Exploring Literacy in Multiple Languages and Cultures. (3 Credits)
Provides theorectical and research foundations to the intersection of lanugae and culture across literacy practices in multiple educational, social, and georgraphical contexts.

CLGE 7340. Contemporary Interventions for Struggling Readers and Writers. (3 Credits)
It is estmiated that more than 10 million children in the United States have some degree of oral-language-based reading disability. Roughly 80 percent of children referred for special services require support services in reading, writing, and oral language. Best contemporary practices rely on interdiscplinary teams to assess difficulties and plan interventions. This interdisciplinary course draws from the fields of literacy, learning disabilities, psychology, and neuroscience in examining theories and research in reading and writing processes and best practices for universal design.

CLGE 7490. Teaching Composition in the 21st Century: Theory and Practice. (1 to 3 Credits)
This course will explore cognitive and sociocultural perspectives of writing and ask students to consider and practice methods for teaching and researching issues of composition in the 21st century.

CLGE 7520. Cognition, Technology, and Innovation. (0 to 3 Credits)
Overall objective of course is to gain and apply knowledge of human information processing, motivation, and creativity to the design of effective instruction.

CLGE 7570. Positive Trajectories: Resilience and Adaptation. (1 to 3 Credits)
CLAIR. Provides an overview of the extant research on the individual, community, and cultural qualities that facilitate optimal develpment amount "at risk" learners.

CLGE 8001. Capstone Research Proj. (0 Credits)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone committee.

CLGE 8002. Capstone Research Project. (0 to 1 Credits)
To establish candidacy, CLAIR doctoral students are required to work on a capstone project and schedule a hearing with the capstone project committee. The function of the project is to demonstrate the breadth and depth of scholarship, and the unique talents and experiences of each student. As such, this project should be tailored to the student's interests and ideally tied to the dissertation. During this experience, the student will select and work closely with a mentor, who will help in the development of the capstone project. This mentor can be the student's academic advisor or another faculty member with whom the student has research interests in common. Successful defense of the capstone project will establish doctoral candidacy.

CLGE 8003. Capstone Research Project. (0 Credits)
Capstone research project.

CLGE 8110. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)
Seminar for advanced doctoral candidates who have completed all coursework for their degree. The purpose of the seminar is to have students develop an approved proposal for their doctoral dissertation.

CLGE 8111. Dissertation Seminar: Contemporary Learning and Interdisciplinary Research. (3 Credits)
Seminar for advanced doctoral students. PRE-REQUISITE: CLGE 8001.

CLGE 9990. Independent Study. (0 to 3 Credits)
Independent Study.