Interdisciplinary Learning and Teaching (ILT) Courses

ILT 5003. Principles of Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course emphasizes fundamental theories for interdisciplinary learning and teaching. A focus is given to issues of social justice and equity, students as diverse learners, student motivation, and metacognitive processes associated with student learning and its relation to teaching.

ILT 6961. Comprehensive Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the appropriate Graduate Program Committee to take the Comprehensive Examination. Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Graduate Program Committee. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either “CR” (satisfactory performance on the Comprehensive Examination) or “NC” (unsatisfactory performance on the Comprehensive Examination).

ILT 7003. Exploration of Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course introduces students to the history and theoretical underpinnings of interdisciplinary and interdisciplinarian studies in education. Through group and individual examination of interdisciplinary issues, topics and problems, students will engage in scholarly literature study and research practice.

ILT 7013. Overview of Research Design for Instructional Inquiry. (3-0) 3 Credit Hours.
Prerequisite: Research methods or statistics course. Overview of research design for quantitative, qualitative, and mixed-methods studies in Interdisciplinary Learning and Teaching. The emphasis of this course includes the situatedness of interdisciplinary research and the design of a research study positioned within an appropriate theoretical frame.

ILT 7023. Doctoral Seminar in Literacy. (3-0) 3 Credit Hours.
An organized course in the examination of critical issues in literacy. May be repeated for credit when topics vary.

ILT 7133. Socio-constructivist and Cognitivist Perspectives on Interdisciplinary Learning & Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots, theories, and impact of socio-constructivist, sociocultural and cognitivist philosophies on teaching and learning. (Formerly titled “Perspectives and Approaches to Interdisciplinary Learning & Teaching”).

ILT 7143. Internship. (0-0) 3 Credit Hours.
Students, with their advisor’s recommendation, will complete an internship in which they collaborate and apprentice with departmental and college faculty on teaching. May be repeated for credit.

ILT 7153. Critical Cultural Perspectives on Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots and theories of critical, cultural and postmodernist philosophies and their impact on teaching and learning. (Formerly titled “Interdisciplinary Learning and Teaching in Sociocultural Contexts”).

ILT 7203. Applications of Qualitative Interdisciplinary Research Methods. (3-3) 3 Credit Hours.
This course provides multiple opportunities to deepen understanding of qualitative research methods on such topics as grounded theory, phenomenological study, case study, content analysis and document analysis in Interdisciplinary Learning and Teaching. The course examines various design elements of qualitative research including sampling, data collection and data analysis from various theoretical frameworks. Specific attention will focus on the development of observation, interview skills, focus groups, and recording of data as well as the political and ethical issues in qualitative research. May be repeated for credit when topics vary.

ILT 7213. Quantitative Analysis and Research Design in Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course examines the design decisions researchers make when conducting experimental, quasi-experimental, and correlational studies in learning and teaching settings. Topics include: design considerations in interdisciplinary educational research, ensuring the validity of causal inferences, calculating and graphically depicting descriptive statistics, the conceptual basis of inferential statistics and hypothesis testing, analytical approaches for comparing data across groups, and introduction to multiple regression analysis. Students practice interpreting and reporting statistical findings in academic writing.

ILT 7303. Oral and Written Discourse Analysis. (3-0) 3 Credit Hours.
This course examines methods for analysis of oral and written discourse. Students will focus on authentic samples of discourse including family communications, teacher-student and peer interaction, other institutional or community, workplace, and everyday discourse with the goal of understanding life-long learning. (Formerly C&I 6823. Credit cannot be earned for both C&I 6823 and ILT 7303).

ILT 7633. Multiple Behavioral and Contextual Perspectives on Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots and theories of behavior analysis and functional contextualization and their impact on teaching and learning. (Formerly titled “Multiple Perspectives on Learning and Teaching”).

ILT 7733. Evaluation of Educational Research. (3-0) 3 Credit Hours.
Prerequisites: ILT 7013, ILT 7203 or a qualitative course, and ILT 7213 or a quantitative course. This course offers students multiple opportunities to explore and analyze common practices in educational research. Students will take a critical look at strengths and challenges across the entire spectrum of research paradigms, including quantitative, qualitative, and mixed models. Students will evaluate which research methodologies will best be suited to finding answers to different kinds of research questions around current issues in education.

ILT 7743. Mixed Methods Analysis and Application. (3-0) 3 Credit Hours.
Course focuses on conceptualizing mixed methods research, developing a mixed method design, and conducting data analysis and inferences using mixed methods. Takes into account historical and epistemological antecedents leading to the development of mixed methods research. Includes an examination of mixed method studies pertinent to the field of interdisciplinary learning and teaching.
ILT 7891. Doctoral Seminar in Interdisciplinary Learning and Teaching. (1-0) 1 Credit Hour.
This seminar is designed as a general seminar for all ILT doctoral students to be taken three times across the doctoral program. The seminar will: (1) introduce students to the doctoral community and resources that support doctoral work; (2) provide students with an overview of the requirements for completing the doctoral proposal and dissertation and serve as a forum for discussing proposal and dissertation-related concerns and issues with other students; and (3) prepare students to participate in professional networks beyond the university. May be repeated for credit, but no more than 3 hours will count toward student’s program of study.

ILT 7893. Doctoral Seminar in Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This seminar is designed as a general seminar for all ILT doctoral students to be taken three times across the doctoral program. The seminar will: (1) introduce students to the doctoral community and resources that support doctoral work; (2) provide students with an overview of the requirements for completing the doctoral proposal and dissertation and serve as a forum for discussing proposal and dissertation-related concerns and issues with other students; and (3) prepare students to participate in professional networks beyond the university. May be repeated for credit, but no more than 3 hours will count toward student’s program of study.

ILT 7951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Doctoral standing and permission in writing (form available) of the instructor and the student’s faculty advisor. Independent reading, research, discussion, and/or writing under the direction of a faculty member for students needing specialized work. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Doctoral degree.

ILT 7953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Doctoral standing and permission in writing (form available) of the instructor and the student’s faculty advisor. Independent reading, research, discussion, and/or writing under the direction of a faculty member for students needing specialized work. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Doctoral degree.

ILT 7961. Qualifying Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the appropriate Graduate Program Committee to take the Qualifying Examination. Course for the purpose of taking the Qualifying Examination. May be repeated once as approved by the Graduate Program Committee. The grade report for the course is either “CR” (satisfactory performance on the Qualifying Examination) or “NC” (unsatisfactory performance on the Qualifying Examination).

ILT 7973. Special Topics Seminar. (3-0) 3 Credit Hours.
An organized special topics seminar offering the opportunity for in-depth study on topics of interest and cutting-edge research. Special topics seminar courses may be repeated for credit when topics vary, but not more than 6 hours will apply to the Doctoral degree.

ILT 7981. Doctoral Dissertation. (0-0) 1 Credit Hour.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.

ILT 7983. Doctoral Dissertation. (0-0) 3 Credit Hours.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.

ILT 7986. Doctoral Dissertation. (0-0) 6 Credit Hours.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.