CURRICULUM AND INSTRUCTION (CI)

CI 3300. Middle School Curriculum and Instruction.
Overview of developmentally appropriate curriculum adhering to state and national standards for grades 4-8. Includes the application of learning theory in a safe classroom environment with a focus on cooperative learning, direct instruction, discovery learning, technology, and learner-centered instruction. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA. (WI).
about Middle School Curriculum and Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Middle School Curriculum and Instruction

CI 3310. Public Education in a Multicultural Society.
Course utilizes historical, sociocultural, and political lenses to provide an overview of public schooling as a complex system within a multicultural society. Key concepts include: educational philosophy, legal and policy issues, curriculum and instruction, equity, school-community connections, and teachers as change agents. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.
about Public Education in a Multicultural Society
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Public Education in a Multicultural Society

CI 3315. Human Development: Learning and Being in Social Contexts.
Drawing from psychological, sociological, anthropological, and historical traditions, this course explores human development, learning theories, identity issues, and multicultural education, especially as these pertain to second-language learners. Implications for classrooms and teaching are included. Prerequisite: 2.75 overall GPA. Junior Classification required. Must be declared in a degree program that leads to teacher certification.
about Human Development: Learning and Being in Social Contexts
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Human Development: Learning and Being in Social Contexts

CI 3322. The Design and Application of the EC-6 Curriculum.
Course focuses on design and application of curricula including content, instructional methodologies and assessment. Foundational theories of human development and learning will be used as students focus on the organization of content, instructional strategies, classroom environment, utilization of materials, and assessment. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315; RDG 4320; 2.75 Overall GPA. (WI).
about The Design and Application of the EC-6 Curriculum
3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Course Attribute(s): Lab Required|Writing Intensive
Grade Mode: Standard Letter
about The Design and Application of the EC-6 Curriculum

CI 3325. Adolescent Growth and Development.
Study of biological, cognitive, and psychological theories and processes of adolescence. Prepares prospective teachers to understand abilities, behaviors, and needs of learners. Roles of family, peer groups, and culture examined with the aid of contemporary adolescent literature. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification.
about Adolescent Growth and Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Adolescent Growth and Development

CI 3332. Foundations of Bilingual and ESL Education.
This course examines the rationale, history, and philosophy of bilingual and ESL education and develops students' understanding of the cultural and psychological influences that mediate the learning process. Prerequisites: Admission to the Teacher Preparation Program; CI 3315, CI 3310, ECE 4300; 2.75 Overall GPA.
about Foundations of Bilingual and ESL Education
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
about Foundations of Bilingual and ESL Education

CI 3338. Social Studies in the Elementary and Middle School.
The course provides learner-centered approaches to social studies knowledge, instruction, equity, communication, and professional development and prepares educators with strong foundations for powerful social studies teaching and learning practices including: (a) deep understanding/appreciation, (b) increased awareness of non-traditional approaches, (c) practical methods and applications, and (d) daily integration into teaching. Prerequisites: Junior Classification; 2.75 overall GPA. Restriction: Students majoring in Interdisciplinary Studies.
about Social Studies in the Elementary and Middle School
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Social Studies in the Elementary and Middle School

CI 4300. Middle Level Philosophy and Schooling.
Physical, social, emotional, cognitive, and moral characteristics of young adolescents in contexts of family, community, school, society. History and philosophy of middle school as a developmentally appropriate environment for young adolescents. Continued study of instruction that is affectively and cognitively appropriate for young adolescents. Prerequisites: Admission to the Teacher Preparation Program; RDG 4310; RDG 3315; 2.75 Overall GPA. (WI).
about Middle Level Philosophy and Schooling
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Middle Level Philosophy and Schooling
CI 4325. Classroom Management and Teacher-Student Relationships. Course will focus on classroom management theories and models. Personal philosophy, beliefs, and style of teaching will be examined as they relate to the various methods of classroom management, student discipline, and teacher-student relationships. Prerequisites: Admission to the Teacher Preparation Program; CI 3310, CI 3315, CI 3332, CI 4360; RDG 4320; ECE 4300, ECE 4310, ECE 4352; Co-requisites: RDG 3315, RDG 3321; 2.75 Overall GPA. about Classroom Management and Teacher-Student Relationships 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter about Classroom Management and Teacher-Student Relationships

CI 4332. Secondary Teaching: Curriculum and Technology. This course investigates secondary curriculum, its history, organization, development, and representation in instructional materials. Students learn how curriculum is decided, impacted, and assessed, and the role of technology in curriculum. Topics include local, state, and national standards, trends, and roles of culture and technology in teaching and learning. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification. about Secondary Teaching: Curriculum and Technology 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter about Secondary Teaching: Curriculum and Technology

CI 4343. Instructional Strategies for the Secondary Teacher. This course focuses on the study of models for instruction, with attention to assessment and classroom management. Students develop and practice strategies for building classroom communities, teaching all learners, and integrating technology into instruction. The focus is on meeting the needs of individual learners while maintaining academic rigor. Prerequisites: Admission to the Teacher Preparation Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4370 and RDG 3323. about Instructional Strategies for the Secondary Teacher 3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours. Grade Mode: Standard Letter about Instructional Strategies for the Secondary Teacher

CI 4350. Mathematics in the Integrated Elementary Curriculum. Course provides an in-depth study of the mathematics content and methodology derived from principles of learning and research. Primary focus will be on the development of mathematics understanding and relevant applications rather than manipulation of numbers without context, purpose, or concepts. Students will develop the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and develop techniques for evaluating pupil progress within a field-based environment. Prerequisites: MATH MATH 1315, MATH 1319, MATH 2417, MATH 2471, or MATH 2472; MATH 2311 and MATH 2312. Grades of "C" or higher must be earned in all prerequisites. 2.75 overall GPA required. Junior classification required. Must be declared in a degree program that leads to teacher certification. about Mathematics in the Integrated Elementary Curriculum 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter about Mathematics in the Integrated Elementary Curriculum

CI 4355. Science in Elementary Education. Course provides an overview of science standards and content, research-based science pedagogy, and the scientific process skills required for a developmentally appropriate, inquiry-driven science curriculum that facilitates the development of scientific literacy for all students, including second language learners. Prerequisites: PHYS 1310 or PHYS 1315 or PHYS 1410; and PHYS 1320 or PHYS 1325 or PHYS 1420; and PHYS 1110 or PHYS 1115 or PHYS 1125; and BIO 1320 or BIO 1430 or BIO 1330 or BIO 1431 or BIO 1331 or BIO 1421. Grades of "C" or higher must be earned in all prerequisites. 2.75 overall GPA required. Junior classification required. Must be declared in a degree program that leads to teacher certification. about Science in Elementary Education 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter about Science in Elementary Education

CI 4360. Methods and Materials for Teaching ESL in the Content. This course addresses content, methods, and materials of elementary ESL classroom instruction, including curricula, strategies, and materials for meeting the needs of English language learners in all academic content areas. Prerequisites: Admission to the Teacher Preparation Program; ECE 4300 (for ESL Generalists); CI 3332, CI 4361 (for Bilingual Generalists); 2.75 Overall GPA. about Methods and Materials for Teaching ESL in the Content 3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour. Grade Mode: Standard Letter about Methods and Materials for Teaching ESL in the Content

CI 4361. Psychological Foundations of Bilingual Education. The study of the educational foundation and development of bilingual education. The evaluation of achievement and learning ability of the Limited English Proficient (LEP) pupil will be examined. The psychological development of the LEP pupil and relationship of cultural values, socialization practices and learning styles will be analyzed. Prerequisites: Admission to the Teacher Preparation Program; Junior classification; 2.75 Overall GPA. about Psychological Foundations of Bilingual Education 3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours. Grade Mode: Standard Letter about Psychological Foundations of Bilingual Education

CI 4362. The Elementary Bilingual Content Areas. A study of the mathematics, science, social studies, and language arts curriculum of the bilingual elementary classroom. Prerequisites: Admission to the Teacher Preparation Program; CI 3332, CI 4361, and 2.75 Overall GPA. about The Elementary Bilingual Content Areas 3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours. Grade Mode: Standard Letter about The Elementary Bilingual Content Areas
about Thesis
Grade Mode:
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
about Thesis
Graded on a credit (CR), progress (PR), no credit (F) basis.
This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

CI 5302. Practical Statistics for Educators.
This course uses graphical and numerical techniques to explore school related data, characterize patterns, and describe departures from patterns. The study of statistics will allow teachers to critically evaluate students, their teaching, and the results of educational research.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Practical Statistics for Educators

about Problems in Education
Grade Mode:
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
about Problems in Education

CI 5304. Teaching Mathematics and Science in the Elementary School.
The importance of problem solving in elementary mathematics and science is explored. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

about Teaching Mathematics and Science in the Elementary School
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Mathematics and Science in the Elementary School

This course focuses on study of congruency, similarity, transformations, coordinate geometry, and measurement using cognitively guided instruction. Van Hiele's model will be used, and the importance of modeling relationships with and without technology will be taught. This course is designed for elementary school teachers with a mathematics specialization. Justification: This course addresses competencies required for this certificate as delineated by the Texas Education Agency.

about Methods in Geometry for Elementary Math Teachers
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Lab Required
Grade Mode: Standard Letter
about Methods in Geometry for Elementary Math Teachers

CI 5306. Evaluative Techniques for the Classroom Teacher.
An in-depth study of the objectives of evaluation, teacher-made tests, interpretation of standardized test results, self-evaluation, program evaluation, school evaluation, socio-metric techniques and their use, and reporting to parents. Prerequisites: CI 5390, CI 5314, CI 5333, CI 5363, CI 5370, RDG 5324, and an Overall GPA of 3.0.

about Evaluative Techniques for the Classroom Teacher
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Evaluative Techniques for the Classroom Teacher
This course for elementary math teachers covers graphical and numerical techniques to explore data and describe patterns and departures from patterns using cognitively guided instruction. The course focuses on statistical inference, making and evaluating predictions, and designing problems to solve using the theory of probability and its relationship to sampling.

A study of current trends in methods of instruction in the language arts, a study of research findings, and an examination of selected media and materials. Also identifies the relation of language arts to other aspects of the elementary school curriculum and the most effective diagnostic techniques for the language arts.

CI 5308. Introduction to Gifted/Talented Education.
An introduction to gifted/talented education that covers: analysis of conceptions of giftedness and gifted/talented education; examination of policies related to gifted/talented education; survey of assessment practices, pedagogy, program options, and equity issues.

CI 5313. Research Seminar in Human Growth and Development.
Training for teachers (elementary or secondary), counselors, supervisors, and administrators to improve their professional effectiveness through the direct study of individual students according to an organizing framework of scientific knowledge of human growth and development; emphasis on the physical processes, the affective processes, and peer relationships.

CI 5309. Talent Development.
This course examines theories, research and pedagogy related to talent development throughout the life course. Topics include ways to support expertise development, critical youth development and becoming.

CI 5314. Human Growth and Development II.
For teachers (elementary or secondary), counselors, supervisors, and administrators to increase their understanding of the motivation, the developmental level, and the abilities of individual students by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjustive areas of development.

CI 5310. Creativity: Theories, Research, and Applications.
A multidisciplinary exploration of creativity theories, research, and applications. Implications of current theory and research for creative thinking and innovation. Designed for Master’s degree students in Education.

CI 5315. Coaching Skills for Elementary Math Mentors.
This course focuses on using guidance and feedback to help teachers improve math instruction. Specific attention is given to roles and responsibilities of math content coaches, including their function in coaching a professional learning community, and the roles of math mentors in helping new and experienced teachers.

CI 5311. Practicum in Talent Development.
This course is a capstone course in which students develop and apply knowledge and skills in talent development in an educational setting. Graded on a credit (CR), no credit (F) basis. Prerequisites: CI 5310; CI 5308 or CI 5309; CI 5319 or CI 5383; and one of the following: CI 5324, CI 5359, or CI 5368.

CI 5316. Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers.
This course examines numerical reasoning and problem-solving with particular attention to heuristics, strategies, and modeling. Students will learn methods for mental computation and computational estimation, and algorithmic processes. The course is for elementary math teachers.

Grade Mode: Standard Letter

about Probability and Statistics Methods for Elementary Math Teachers
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Introduction to Gifted/Talented Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Talent Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Creativity: Theories, Research, and Applications
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Human Growth and Development II
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Elementary Language Arts: Current Trends
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Research Seminar in Human Growth and Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Coaching Skills for Elementary Math Mentors
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Coaching Skills for Elementary Math Mentors
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
Alternative teaching models based on learning theory. Course designed to assist the elementary teacher in selecting appropriate strategies for meeting student learning styles and to broaden the scope of elementary school methodology.

CI 5319. Social, Emotional, and Cultural Contexts of Advanced Development.
This course explores social, emotional, and cultural context issues related to precociousness, creativity, and high performance in children and adolescents, with an emphasis on practices in school environments. Prerequisite: CI 5308.

CI 5322. Middle School Instructional Strategies and Practices.
Description and analysis of curriculum sources, organization, and development for middle level students. Preparation of developmentally responsive curriculum including direct, inquiry, cooperative learning, and constructivist strategies that adhere to state and national standards and assessments. Overview of expectations, routines, and procedures for classroom management.

CI 5323. Middle School Philosophy and Learning.
Middle school philosophy focusing on young adolescents’ cognitive, emotional, social, and physical needs. Instructional delivery strategies and assessments that are developmentally responsive and adhere to state and national standards. Positive learning environments that include family and community collaboration. Philosophical and historical foundations of the middle school movement. Prerequisite: CI 5322.

CI 5324. Systems for Advanced Academics and Talent Development.
This course examines systems, organizational models, strategies and assessment approaches that facilitate advanced academics and talent development processes in K-12 school settings. Prerequisite: CI 5308.

CI 5326. Curriculum & Management in the Elementary & Middle School.
Course deals with principles of curriculum development, the K-8 curriculum, planning various types of lessons and units across the curriculum in grades K-8, integrating instruction across the curriculum, and organizing and managing materials, classroom activities, and student behavior. Students will prepare curriculum materials and units.

Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.

Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.

CI 5329. The Elementary School Science Curriculum.

CI 5330. Multicultural Teaching and Learning.
Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural multilingual society.

CI 5333. Multicultural Teaching and Learning.
Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural multilingual society.

CI 5332. Developing Tools for Instructional Interactions with English Language Learners in Mathematics.
This course will acquaint students with current learning theories that conceptualize interaction and participation as crucial to learning mathematics in contexts that include English Language Learners (ELLs). Students will make practical/meaningful connections to classroom instruction by designing learning environments that include tools to support ELLs in learning mathematics with understanding.
about Developing Tools for Instructional Interactions with English Language Learners in Mathematics
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5333. The Secondary Curriculum.
A brief history of curriculum development with special emphasis on the Texas curriculum program; basic principles and techniques of curriculum construction and implementation; aims and purposes of the curriculum as a function in perpetuating and improving democratic ideals; and attention to significant research in curriculum development.
about The Secondary Curriculum
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5336. Methods and Materials for Teaching English as a Second Language.
Identification and use of English as a Second Language (ESL) material and teaching strategies for teaching ESL as an integrated process including first and second language acquisition.
about Methods and Materials for Teaching English as a Second Language
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5337. Language Acquisition and Development.
This course addresses the foundations for first and second language learning acquisition. Central concepts in child language development with special emphasis on language-minority issues will be presented and discussed. Prerequisite: CI 5336.
about Language Acquisition and Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

CI 5339. Project-Based Instruction.
This course will examine a theory driven perspective accounting for how adolescents and young adults learn and how project-based instruction (PBI) may be our best choice for bridging the gap between theory and practice. Students will observe secondary PBI classes, participate in a project and design a PBI unit.
about Project-Based Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5359. Curriculum for Depth and Challenge.
This advanced course focuses on the understanding and design of curricula with depth and challenge for K-12 students who would benefit from advanced content. Prerequisites: CI 5309, or permission of the instructor.
about Curriculum for Depth and Challenge
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5363. Strategies for Improving Secondary Teaching.
Analysis of teaching concepts as they apply to the development and improvement of teaching strategies appropriate for implementing selected objectives and content by the secondary teacher. Micro teaching sessions, including video tape recording, will be required. Prerequisite: CI 5333 and EDTC 5310 with grades of "C" or better.
about Strategies for Improving Secondary Teaching
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5365. Biliteracy Development in the Bilingual Education Classrooms.
This course focuses on current research and practice in literacy development in Spanish and English as a second language for bilingual students. Contexts framed by sociocultural, cognitive, and linguistic factors will be considered. The course will be taught in English and Spanish. Prerequisites: CI 5337; CI 5337.
about Biliteracy Development in the Bilingual Education Classrooms
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5366. The Politics and Creativity of Being and Becoming.
This course examines how some aspects of education may be inherently unpredictable, immeasurable, and not able to be generalized across contexts nor produced on demand, but still are fundamentally essential to education. Influences of societal trends, discourses, and school practices on political and creative aspects of becoming are analyzed.
about The Politics and Creativity of Being and Becoming
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
CI 5370. Classroom Management, Discipline, and Legal Issues.
Course topics include the development of an appropriate management and discipline system based on in-depth study of current theory and research. Students will study Texas School Law as it relates to classroom teachers and students. Some field work, school and state agency visitation may be required.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Classroom Management, Discipline, and Legal Issues

CI 5372. Philosophical Foundations of Education.
An overview of the field of educational philosophy as related to the spectrum of human events and the educative process in particular. Designed for master’s degree students without previous graduate work in philosophy or philosophy of education.

about Philosophical Foundations of Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Philosophical Foundations of Education

CI 5374. Bilingual/ESL Content Area Instruction.
Students study the integration of native language instruction and English as a Second Language (ESL) instruction in the academic content areas (mathematics, social sciences, and language arts) for English Language Learners (ELL). Prerequisites: CI 5387 and CI 5336.

about Bilingual/ESL Content Area Instruction

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Bilingual/ESL Content Area Instruction

CI 5375. Problems in Elementary Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

about Problems in Elementary Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Elementary Education

CI 5376. Problems in Secondary Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give secondary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

about Problems in Secondary Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Secondary Education

CI 5377. Problems in Bilingual Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

about Problems in Bilingual Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Bilingual Education

CI 5378. Problems in Education.
Individual problems not related to Thesis or Research Problems. Designed to place emphasis on selected areas of study. A number following the course title on the permanent record will indicate the area of emphasis according to this code (2) counseling (7) Supervision (8) elementary (9) secondary.

about Problems in Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Education

CI 5381. Advanced Creativity, Curiosity, and Interest.
This course is an advanced examination of issues and research in creativity, curiosity, and interest. Implications for education are explored. Prerequisite: CI 5310.

about Advanced Creativity, Curiosity, and Interest

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Creativity, Curiosity, and Interest

CI 5383. Mentoring Across the Life Span.
This course examines types and processes of mentoring across the life span, with emphases on mentoring students and teachers in K-16 educational contexts. Talent development purposes for mentoring are included.

about Mentoring Across the Life Span

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Mentoring Across the Life Span

A study of the current trends in bilingual education and elementary school practices, the philosophy and objectives of the bilingual elementary school program, classroom organization and management, and procedures for meeting individual needs.

about Bilingual Education: Principles and Practices

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Bilingual Education: Principles and Practices

CI 5388. The Politics of Language.
Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.

about The Politics of Language

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about The Politics of Language

CI 5389. Action Research for Practitioners.
This course prepares practicing teachers to conduct action research in educational settings. Students will design and implement an action research project based on a self-selected topic. Prerequisites: CI 5390, CI 5302, plus 6 credit hours in the major, all with grades of "C" or higher.

about Action Research for Practitioners

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Action Research for Practitioners
CI 5390. Research Seminar in Education.
Study of problems in the education of children in the schools. Topics include basic research procedures needed in the preparation of thesis or other research reports and development or skill in reading, analysis, and application of educational and behavioral research. A research paper is required of each student. CI 5390 must be completed prior to the semester of the comprehensive exam.

about Research Seminar in Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Research Seminar in Education

CI 5399A. Thesis.
This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Curriculum and Instruction 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

about Thesis

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit
about Thesis

CI 5399B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

about Thesis

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit
about Thesis

CI 5599B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

about Thesis

5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit
about Thesis

CI 7302. Research Methods and Measurement in Education.
This course provides a comprehensive introduction to research methods and fundamental measurement issues in education and the behavioral sciences. The course focuses on measurement, research design, and statistical modeling/analysis in non-experimental and experimental research. Concurrent enrollment allowed in CI 7351 and CI 7352.

about Research Methods and Measurement in Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Research Methods and Measurement in Education

CI 7303. Educational and Psychological Measurement and Assessment.
Philosophical and empirical foundations of measurement, assessment, testing, and evaluation. Topics include philosophical and mathematical foundations in research; empirical levels and measurement description; test construction; observational rating scales; measurement interpretation; social, legal, and ethical implications; item analysis/refinement for scale performance; reliability and validity evidence; and standardized and placement tests.

about Educational and Psychological Measurement and Assessment

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educational and Psychological Measurement and Assessment

CI 7310. Teaching in College.
Teaching strategies for teaching/instructional assistants focused on creating syllabi, adapting to diverse student populations, collaborating with colleagues and staff; implementing active learning strategies; fostering assigned reading; assessing learning; and integrating technology. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

about Teaching in College

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Graduate Assistantship|Exclude from Graduate GPA
Grade Mode: Leveling/Assistantships
about Teaching in College

CI 7326. Grant Development and Management.
Course focuses on developing competitive grant proposals and understanding grant management resources. Strategies will encompass locating funding sources, evaluating proposals, developing proposals and budgets, and methods of meeting accountability requirements.

about Grant Development and Management

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Grant Development and Management

CI 7351. Beginning Quantitative Research Design and Analysis.
This course introduces students to quantitative research design and analysis. Topics include descriptive statistics; sampling techniques; statistical inference, including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Departmental Approval required. Prerequisite or concurrent enrollment in: CI 7302.

about Beginning Quantitative Research Design and Analysis

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Beginning Quantitative Research Design and Analysis
CI 7352. Beginning Qualitative Design and Analysis.
This course introduces students to the qualitative paradigm. Topics include distinctive features, alternative qualitative traditions, purposeful sampling, common data analysis methods, inductive analysis, the role of the researcher, and evaluating qualitative research. Prerequisite: CI 7302 or can be taken concurrently. Departmental approval required. about Beginning Qualitative Design and Analysis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Beginning Qualitative Design and Analysis

CI 7353. Intermediate Quantitative Research Design and Analysis.
This course focuses on intermediate quantitative research design and statistical methods of data analysis related to problems in education, psychology, sociology, and biological sciences. The general linear model based univariate and selected multivariate statistical techniques are examined including theory/purpose, logic, practical implications, and interpretation of various analytic techniques. about Intermediate Quantitative Research Design and Analysis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Intermediate Quantitative Research Design and Analysis

CI 7354. Intermediate Qualitative Design and Analysis.
This course focuses on issues in design and implementation of qualitative research. Topics include influence of alternative traditions, literature in qualitative research, access to the field and ethical issues, researcher-participant relationships, purposeful sampling strategies, inductive analysis procedures, developing theory, and reporting research. about Intermediate Qualitative Design and Analysis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Intermediate Qualitative Design and Analysis

CI 7355. Mixed Methods in Research and Evaluation.
This course will cover mixed methods research designs that can be used in the evaluation of educational interventions and programs. Topics include mixed methods research designs; program evaluation models; quantitative and qualitative data analysis and interpretation; reading mixed methods research articles; and writing mixed methods research proposals and evaluation reports. Prerequisite: ED 7351; ED 7352. about Mixed Methods in Research and Evaluation
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Mixed Methods in Research and Evaluation

CI 7358. Theoretical and Conceptual Frameworks in Qualitative Research.
Intended for those versed in current paradigmatic and epistemological states of human inquiry, presenting an opportunity to design a research project and to address the major issues of a research career. Prerequisites: ED 7352, ED 7354. about Theoretical and Conceptual Frameworks in Qualitative Research
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theoretical and Conceptual Frameworks in Qualitative Research

CI 7359. Seminar in Quantitative Research.
This course is a small group seminar that focuses on analytic strategies specific to the doctoral student's dissertation topic. Examples include structural equation modeling, hierarchical linear modeling, log linear modeling, non-parametric analyses, factor analysis, factorial analysis of variance, and other multivariate statistical methods. about Seminar in Quantitative Research
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
about Seminar in Quantitative Research

CI 7360. Designing Educational Research.
Students identify problems in developmental education and develop a strategic proposal to apply to these problems. Students, then, create an evaluation plan to assess the implementation of their proposal. Students develop skills in critiquing research reports and in synthesizing research from developmental education. Prerequisite: ED 7353 or ED 7354. about Designing Educational Research
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Designing Educational Research

CI 7378. Independent Study.
Individual problems or topics will be designed and completed to emphasize selected areas of study in the Department of Curriculum and Instruction. May be repeated for additional credit at the discretion of the program coordinator. about Independent Study
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Independent Study

CI 7386. Directed Research.
Students will participate in a doctoral faculty member's research team assisting in completing a research study from identifying a researchable topic, reviewing the literature, producing research questions, designing research and methodology, analyzing results, drawing conclusions and implications, and producing a publishable article draft. This course is repeatable once. Prerequisite: Intermediate level research classes and four specialization courses. about Directed Research
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Directed Research

CI 7389A. Topics in Instructional Technology.
This topic offers an in-depth study of systematic instructional design emphasizing the selection and use of appropriate media for delivering instruction to maximize student learning. Special emphasis in this topic is on the leader's role in influencing the use of technology. about Topics in Instructional Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about Topics in Instructional Technology