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: Admittance to the Educator Preparation Program; 2.75 Overall GPA. (WI).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

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

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. (WI).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3310, CI 3315; RDG 4320; 2.75 Overall GPA. (WI).
3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Course Attribute(s): Lab Required|Writing Intensive
Grade Mode: Standard Letter

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

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: Admittance to the Educator Preparation Program; CI 3315, CI 3310, ECE 4300; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

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

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: Admittance to the Educator Preparation Program; RDG 4310; RDG 3315; 2.75 Overall GPA. (WI).
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

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: Admittance to the Educator 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
CI 4338. Social Studies Curriculum & Pedagogy for the Middle School.
This course examines how the teaching of social studies is informed by theory and research. In this course, students will analyze the foundations of social studies as a discipline, social studies curriculum issues, social studies pedagogy, controversial issues pedagogy, and the construction of conceptual, inquiry-based units. Prerequisites: 2.75 Overall GPA; Junior classification; must be declared as seeking 4-8 grade teacher certification.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4370 and RDG 3323.
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

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 better 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 4351. Middle School Mathematics Methods Course.
This course will explore the methods of teaching mathematics in intermediate and middle grades. Emphasis is placed on the equity principle (mathematics for all) and development of conceptual understanding of topics such as real numbers and operations on real numbers, geometry, statistics and probability, and algebra (patterns, variables, and functions). Prerequisites: 2.75 Overall GPA; Junior classification required; must be declared as seeking 4-8 grade teacher certification; MATH 1315 or MATH 1319 or MATH 1329 or MATH 2321 or MATH 2417 or MATH 2471 with grades of "C" or better must be earned in all prerequisites.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

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 better 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; ECE 4300 (for ESL Generalists); CI 3332, CI 4361 (for Bilingual Generalists); 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

CI 4361. Psychological Foundations of Bilingual Education.
This course explores how bilingual learners navigate and manage the learning process within existing educational systems. The course examines how instructional practices that attend to the cultural, linguistic, and cognitive development of the bilingual learner impact academic achievement. Prerequisites: Admittance to the Teacher Preparation Program; Junior classification; 2.75 Overall GPA; must be declared as seeking EC-6 Bilingual Generalist certification: SPAN 3308 and SPAN 3371 with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

CI 4362. Teaching Across the Bilingual Content Areas EC-6.
A study of research-based content and instructional methods and strategies, materials and resources to teach bilingual learners the EC-6 academic curriculum based on content-related standards associated with the teaching of mathematics, science, social studies, and language arts. Prerequisites: Admittance to the Teacher Preparation Program; 2.75 Overall GPA; must be declared as seeking EC-6 Bilingual Generalist teacher certification; SPAN 3308 and SPAN 3371 with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

This course focuses on the development of an appropriate classroom management system based on current theory and research, analysis of legal and ethical issues as they relate to classroom teachers and students, and field experiences in a variety of secondary classroom environments. Prerequisites: Admittance to the Educator Preparation Program; CI 3325 and CI 4332; 2.75 Overall GPA; Corequisites: CI 4343 and RDG 3323.
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter
CI 4378. Problems in Education.
Individual problems related to areas of selected study for the undergraduate student, designed to meet individual differences for the purpose of certification. A letter following the course title on the permanent record will indicate the area of emphasis according to this code: (i) Elementary, (j) Secondary, and (l) Bilingual. Repeatable for credit with different emphasis. Prerequisite: Admittance to the Educator Preparation Program; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5199B. 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.
1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5299B. 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.
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5301. Methods for Teaching Middle School Mathematics.
This course will explore the methods of teaching mathematics in intermediate and middle grades. Emphasis is placed on the equity principle (mathematics for all) and development of conceptual understanding of topics such as real numbers and operations on real numbers, geometry, statistics and probability, and algebra (patterns, variables, and functions).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

This course is an in-depth study of the mathematics content and methodology derived from principles of learning and research. The course will explore the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and examine techniques for evaluating pupil progress.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Lab Required
Grade Mode: Standard Letter

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 and CI 5314 and CI 5333 and CI 5363 and CI 5370 and RDG 5324, all with a grade of “C” or better, and an Overall GPA of 3.0.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

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. Prerequisites: CI 5310 and CI 5308 or CI 5309; CI 5319 or CI 5383; and one of the following: CI 5324 or CI 5359 or CI 5368, all with a grade of "C" or better.
3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.
Grade Mode: Credit/No Credit

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

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

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

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

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

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

CI 5322. Middle School Instructional Strategies and Practices.
Course topics include middle school curriculum, state and national standards, developmentally and culturally responsive instructional strategies, assessment, and classroom management. Students are required to complete 30 clock hours of field experience in 4-8 school settings. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

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

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 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5325. Comparative Education Systems.
This course will compare global educational systems with the American education system. Students will observe classes, interview non-American educators and students, analyze research, and teach lessons in a school outside of the U.S. context.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
CI 5326. Curriculum & Management in the Elementary & Middle School.
Course topics include principles of curriculum development, the EC-8 curriculum, lesson and unit planning, instructional strategies that promote student learning, and classroom management. Students are required to complete 30 clock hours of field experience in EC-8 school settings. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school; 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5329. The Elementary School Science Curriculum.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5332. Multicultural Teaching and Learning of 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.
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.
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.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5340A. Teaching History for Young Learners: Issues, Purposes, and Possibilities.
This seminar-based course consists of the study of current trends, issues, and pedagogical applications specific to the teaching of history for young learners. The course examines the history of history education, issues in the teaching of history, and how to teach history from multiple perspectives.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Credit/No Credit

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

CI 5363. Strategies for Improving Secondary Teaching.
This course focuses on the development and implementation of instructional strategies for the secondary education classroom. Students are required to complete 30 clock hours of field experience in a secondary school setting. Prerequisite: Admittance to Educator Preparation; CI 5333 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter
CI 5364. Advanced Instructional Strategies for Secondary Education Teachers.
This seminar-based course consists of the study of instructional strategies for experienced secondary education teachers. The course examines the research and theory that correspond to the development and implementation of advanced instructional strategies. Prerequisite: CI 5363.
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 and CI 5387 all with a grade of "C" or better.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5367. 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

CI 5368. 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5369. Professional Development for Teachers: Models, Research, and Theory.
This seminar-based course consists of the study of current models, research, and theory of professional development for PK-12 teachers. The course examines the research and theory that informs current models of professional development that are implemented by schools to promote professional growth among teachers.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5370. 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5371. Creativity, Interest, and World(s).
This course examines issues, practices, thought traditions, and research related to creativity, interest, and world(s). Implications for education and justice are explored.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5373. 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 and CI 5302, plus 6 credit hours in the major, all with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

CI 7101. Introduction to the Research Experience.
This course is designed to introduce students to the department and to the ongoing research activities of its faculty. Emphasis is placed on identifying and coordinating opportunities for joint research and scholarship among faculty and students. Students must enroll in the course for three semesters before dissertation.
1 Credit Hour. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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 all with a grade of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

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 with a grade of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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 collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research. Prerequisite: CI 7302 with a grade of "B" or better, or can be taken concurrently. Departmental approval required.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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: CI 7351 and CI 7352 all with a grade of “B” or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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

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

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter

CI 7389C. Special Topics: Race Theory in Educational Research.
This course will explore racial theories and paradigms applicable to the study of race in K-20 educational settings. Students will analyze foundational scholarship in the formation of racial theories, research methodology, key tenets of race research, and literature pertinent to current trends in educational research regarding race.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter