Curriculum and Instruction (C&I)

Curriculum and Instruction (C&I) Courses

C&I 5003. Theory of Curriculum and Instruction. (3-0) 3 Credit Hours.
An examination of theoretical structures underlying curriculum considerations and the implications of these for the work of responsible curriculum decision-makers at all levels, including administrators, instructional supervisors, and classroom teachers.

C&I 5013. Curriculum, Instruction and Assessment. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003. Examination of different pedagogical approaches to the teaching and learning process in schools, with emphasis on the development of curriculum for classroom instruction, evaluation, organization, and management.

C&I 5043. Classroom Management and Motivation. (3-0) 3 Credit Hours.
A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Credit cannot be earned for both C&I 5043 and EDP 5043.).

C&I 5523. Metacognitive Learning Principles. (3-0) 3 Credit Hours.
Metacognition as a foundational learning construct is considered first as it is presented in the literature and then as a lived experience of reflective practice. Core questions include: What are ways of knowing? How does one know what and how one knows? What are appropriate metacognitive strategies across curricular contexts? Each participant will explore motivation with three foci: theory, practical application toward the self and practical application toward others. (Same as ECE 6753. Credit cannot be earned for both ECE 6753 and C&I 5523.).

C&I 5663. Topics in Curriculum and Instruction. (3-0) 3 Credit Hours.
Students are provided the opportunity for in-depth study of specialized areas of curriculum and instruction. The course may be repeated for credit when topics vary. Only 6 hours may be applied to the degree.

C&I 5703. Secondary School Curriculum. (3-0) 3 Credit Hours.

C&I 5723. Integrating Reading and the Language Arts. (3-0) 3 Credit Hours.
Study of reading processes and instructional practices and examination of ways reading can be related to writing, speaking, and listening. Emphasizes development of integrated language arts curriculum and instruction from primary through secondary school.

C&I 5743. Secondary Literacy Development, Diagnosis and Practicum. (3-0) 3 Credit Hours.
Principles and techniques for teaching higher-level reading and comprehension skills to adolescents. Attention to developing reading programs and to literacy learning in various academic subjects in middle and high schools. Strategies for meeting the needs of the wide range of ability levels found in secondary schools. (Formerly titled “Reading in the Secondary School.”).

C&I 5753. Literature for Children. (3-0) 3 Credit Hours.
This course focuses on diverse genres and formats of children's literature and examines current issues, practices, and perspectives in the field.

C&I 5763. Diagnosis and Practicum in Reading. (3-0) 3 Credit Hours.
Prerequisite: C&I 5723. Multidisciplinary approach to diagnosis and remediation of reading problems, with special attention to cognitive, sociolinguistic, and emotional factors that may impede learning. Application of diagnostic and remedial procedures with individual children through a guided field-based practicum.

C&I 5793. Seminar in Reading Supervision. (3-0) 3 Credit Hours.
Prerequisites: C&I 5723, C&I 5763 and C&I 5823 or C&I 5743. Organization of developmental and remedial reading and writing programs. Selection of appropriate materials. Techniques and procedures for maintaining quality programs, including staff selection and in-service training. The role of research in improving the teaching of reading and writing.

C&I 5813. Adult Literacy. (3-0) 3 Credit Hours.
Examination of the acquisition and development of reading and writing in adult populations. Reviews research and issues relevant to the teaching of reading and writing to adults. (Same as ALT 5813. Credit cannot be earned for both ALT 5813 and C&I 5813.).

C&I 5823. Early Literacy Development, Diagnosis and Practicum. (3-0) 3 Credit Hours.
Study of the literacy development of young children from birth to the point of acquisition of conventional reading and writing ability. Examines young children's emergent literacy concepts and behaviors and considers ways that early childhood educators can develop appropriate approaches to teaching reading and writing in classroom settings. (Formerly titled “Reading and Writing Development in Early Childhood.”).

C&I 5833. Picture Books and the Practice of Literacy. (3-0) 3 Credit Hours.
This course focuses on the picture book. The course will investigate the formal properties of picture books, the potential of picture books for enabling literacy development, and how children and young adults interact with them. The course will include aesthetic theory, theories of text-picture relationships, theories of literacy and literary understanding, and will attempt to forge connections among these theories. Research on children's engagement with (and responses to) picture books will also be included.

C&I 5843. Young Adult Literature. (3-0) 3 Credit Hours.
This course is designed to provide opportunities for students to become familiar with young adult literature and to examine current issues, practices, and perspectives about this field of study.

C&I 5873. Critical Issues and Topics in Literacy Assessment. (3-0) 3 Credit Hours.
Examination of techniques to assess student reading and writing. Considers strengths and weaknesses of assessment tools such as standardized tests, informal observations, and portfolios, and ways educators may best use the results from these approaches to provide appropriate instruction for all students. (Formerly titled “Assessment Issues and Practices in Reading.”).

C&I 5933. Service-Learning. (3-0) 3 Credit Hours.
History, rationale, research, methodology, and outcomes of service-learning. Students will conceptualize, plan, and participate in a service-learning project. Emphasis is on how service can be incorporated into curriculum with a primary focus on learning.

C&I 6023. Supervision: Tools and Techniques. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers. (Same as EDL 6023. Credit cannot be earned for both C&I 6023 and EDL 6023.).
C&I 6033. Survey of Reading Research. (3-0) 3 Credit Hours.
Prerequisites: C&I 5723, C&I 5763, and EDU 5003. Registration with approval of instructor only; students must be in the final 12 hours of program to enroll. A review of past and current literature and research concerning the reading process, curricula, and instructional practice. Provides an opportunity for students to acquire critical analysis skills in evaluating research. (Formerly C&I 5783. Credit cannot be earned for both C&I 6033 and C&I 5783.1)

C&I 6043. Survey of Writing Research. (3-0) 3 Credit Hours.
This course is designed to review theory, research, and school practices on the writing process and assessment of writing. Theory and research across the fields of the history of, and human development in, writing, rhetoric and written communication, genre studies, author-audience relations, and creative expression will be considered. The course examines relationships between inside of school and outside of school writing, and the transition from oral to written communication. Approaches for analyzing and helping students overcome writing difficulties across the disciplines will be examined.

C&I 6053. Instructional Supervision. (3-0) 3 Credit Hours.
Prerequisites: C&I 5003 and C&I 5013. The analysis and application of curriculum development theory and research on models, policies, and issues related to the teaching and learning process in the professional development of teachers. Study of impact strategies and interpersonal skills in instructional supervision.

C&I 6063. Research in Subject Matter Fields. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003. A study of various past and current educational philosophies, purpose and methods of educational research including research of content, pedagogy, technology, and research on teaching and learning of concepts and skills, standards and assessments. Examination and in-depth discussion of existing links between educational research in specific subject fields and classroom practice. May be offered in: Science; Mathematics; Social Studies; English Language Arts; Foreign Languages; Physical and Health Education; Interdisciplinary. May be repeated once for credit (for a total of 6 hours) when disciplines vary.

C&I 6073. Multiple Literacies Using Critical Perspectives. (3-0) 3 Credit Hours.
In our globalized and high-tech world, multiliteracy has taken on many meanings going beyond monocultural/monolingual contexts and literal representations of language. In this course, we will explore research-based and pedagogical definitions and applications of multiliteracy through a critical lens, including new information and communications media, domain-specific literacies, and literacies that fall outside of the ever-shrinking “mainstream” (e.g., English learners, students from working-class backgrounds, etc.).

C&I 6103. Research in Action. (3-0) 3 Credit Hours.
Action research across diverse contexts. The course includes a consideration of history and definitions of action research, and an analysis of its purpose, process, and theoretical foundations. Students will engage in practitioner-based research strategies such as observations, interviews, and document analysis and conceptualize, plan, and conduct an action research study. (Credit cannot be earned for both C&I 6103 and ECE 6653.)

C&I 6133. Curriculum in International Contexts. (3-0) 3 Credit Hours.
This course explores curriculum through comparative analysis of education practices in international contexts. Questions include: How is learning approached globally? How does a global perspective on curriculum transform local and global educational practices?.

C&I 6303. Advanced Methods in Subject-Matter Fields. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003 or consent of instructor. Course sections are designed to offer students the opportunity to develop skill in instructional methodology specifically related to and derived from the characteristics of the discipline taught: Science; Mathematics; Social Studies; Language Arts; Foreign Languages; Physical and Health Education; Interdisciplinary; Environmental Education. May be repeated for credit when disciplines vary.

C&I 6513. Grant Writing. (3-0) 3 Credit Hours.
Grant writing basics and specifics. The course is designed to help educators learn how to conceptualize, write, and submit a grant application. Students will learn how to identify funding entities, develop a theoretical and research base for grants, create timelines, and utilize grant-writing strategies.

C&I 6603. Middle Grades Theory, Research and Practice. (3-0) 3 Credit Hours.
Exploration of theory supporting the middle grades as a separate schooling experience for young adolescents (ages 10–15); research about principles and practices of middle school concepts, teaching at the middle school level, young adolescent development, curriculum, instruction, assessment, etc. (Formerly C&I 5603. Credit cannot be earned for both C&I 6603 and C&I 5603.)

C&I 6613. Nature and Meaning of Science in Education. (3-0) 3 Credit Hours.
This course focuses on the nature and meaning of science, with special emphasis on the role of science in educational environments. Participants will be asked to take a critical perspective on questions, such as: “What is science?” and “What about science is most important for a student to know?” The course will address: the nature of scientific disciplines (theories and problems which characterize them); the relationship between theory and empirical work; and the role of science learning and teaching in pre-K–16 environments. This course provides a broad foundation for subsequent curriculum development, instructional design, and research into the teaching and learning of the sciences. (Formerly C&I 5613. Credit cannot be earned for both C&I 6613 and C&I 5613.)

C&I 6623. Inquiry in Science Education. (3-0) 3 Credit Hours.
This course focuses on how to choose and develop appropriate “hands-on, minds-on” science inquiry explorations for EC–16 grade levels. Settings include laboratory and classroom contexts, as well as informal science education. Students enrolled in this course will have the opportunity to become critical consumers by ‘doing’ inquiry, ‘thinking’ about inquiry, and ‘applying’ inquiry through a metacognitive process. Learners have opportunities to reflect on traditional science classroom environments in comparison with multiple inquiry methodologies. (Formerly C&I 5623. Credit cannot be earned for both C&I 6623 and C&I 5623.)
C&I 6633. Science for All? Equity and Agency in Science Education. (3-0) 3 Credit Hours.
Focus on equity and agency issues in science education as they relate to diverse demographics and communities. Questions such as “Whose science and for whom? Who participates, and who does not? Whose voice is heard, and who is silent?” are the threads that connect investigations, such as whether and how policy demands are met in practice and how federal, state, and local institutional policies impact classroom contexts. Agency is explored both as a process of becoming aware of and confident in one’s ability to impact the community at large, as well as an expression and hallmark of democratic settings. Participants will critically evaluate assessment models that are intended to provide alternatives to standardized testing practice. Topics include, but are not limited to, large-scale issues such as existing models and changing paradigms, curricular ownership, and systemic reform, as well as more fine-grained issues such as the practice and effects of ability grouping and tracking. (Formerly C&I 5633. Credit cannot be earned for both C&I 6633 and C&I 5633.)

C&I 6643. Middle Grades Policy and Critical Issues. (3-0) 3 Credit Hours.
Exploration of policy and examination of critical issues (e.g., funding, mandated assessments, parent involvement) affecting middle schools.

C&I 6653. History of Mathematics. (3-0) 3 Credit Hours.
A study of major historical mathematical events, the evolution of mathematics from ancient times to the present and contributions of various mathematicians. Examination of the development of several branches of mathematics, including but not limited to number theory, algebra, geometry, probability, and calculus.

C&I 6673. Policy and Critical Issues in Teaching. (3-0) 3 Credit Hours.
Prerequisites: C&I 5003 and C&I 5013. Study of critical issues in school. Investigation of research, practices, and policies related to special education, bilingual and multicultural education, early childhood education, middle and secondary schools and other current broad-based social issues. (Formerly C&I 5673. Credit cannot be earned for both C&I 6673 and C&I 5673.)

C&I 6683. Theory, Research and Practice in Social Studies Education. (3-0) 3 Credit Hours.
Analysis and application: theories of learning and teaching that influenced social studies education. Current research in social studies education will be examined and analyzed. The impact that these theories and research have upon current social studies educational practices will be investigated.

C&I 6693. History, Policy and Critical Issues in Social Studies Education. (3-0) 3 Credit Hours.
This course will present both the history and foundations of social studies education in America and how these have evolved over time. Students will investigate policies that impact social studies education from both historical and current viewpoints. Students will study, debate, and form a position on the research, practices and policies related to current critical issues in social studies education.

C&I 6733. Fundamentals of Environmental Education. (3-0) 3 Credit Hours.
Provides educators with the knowledge and skills necessary to incorporate quality environmental education into their instruction and curriculum. Explores the explanation of the theory, history, definition, national standards, and goals of environmental education. Provides an understanding of the professional roles and instructional methods and assessment strategies of environmental educators within the context of environmental education.

C&I 6773. Environmental Education in the Curriculum. (3-0) 3 Credit Hours.
An exploration of the integration of environmental concepts and environmental education curricula into the total school curriculum. Using local, accessible outdoor locations, students will explore the many aspects that come together to create a “Sense of Place.” This course will assist students to discover and interpret the natural history and critical environmental issues of their local communities through a variety of mediums. It is designed for educators who want to help learners of all ages to discover the wonders and intricacies of the natural world.

C&I 6783. Theory and Practice of Mathematics. (3-0) 3 Credit Hours.
Study of different theories of learning and teaching mathematics and analysis of practices which support these theories. In-depth discussion of contemporary critical issues in mathematics classrooms, standards, and assessments.

C&I 6803. San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in C&I 6813 is required. This course is designed to provide opportunities for teachers to engage in a writing workshop, research applications of writing in classrooms, explore their own writing, and examine how to use writing in their classrooms effectively across all content areas from pre-K through university level academics.

C&I 6813. Advanced San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in C&I 6803 is required. This course provides opportunities for professional growth and development, study of writing theory, and professional growth through writing. Students will research, develop and present demonstrations of best practices in writing.

C&I 6923. Mentoring. (3-0) 3 Credit Hours.
Description, analysis, and appraisal of mentoring for prospective and practicing teachers. In addition to learning about the review of research on mentoring, the course focuses on the examination of content, processes, roles, and responsibilities in interactions of mentors and teachers of prekindergarten through high school. (Formerly C&I 5923. Credit cannot be earned for both C&I 6923 and C&I 5923.)

C&I 6931. Curriculum and Instruction Practicum. (0-0) 1 Credit Hour.
An exploration of the teaching profession. Required field experience for all graduate-level teacher certification students.

C&I 6933. Curriculum and Instruction Practicum. (0-0) 3 Credit Hours.
An exploration of the teaching profession. Required field experience for all graduate-level teacher certification students.
C&I 6943. Instructional Internship in Teaching. (0-0) 3 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

C&I 6946. Instructional Internship in Teaching. (0-0) 6 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

C&I 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

C&I 7123. Critical Perspectives in Curriculum and Instruction. (3-0) 3 Credit Hours.
This course offers an examination of curriculum in intersection of power, identity, knowledge, and cultural politics. Critical theoretical frameworks introduced in this course include critical social theories, and postmodernism. Recommended cognate course for Curriculum and Instruction Ph.D. students. (Formerly C&I 6123. Credit cannot be earned for both C&I 6123 and C&I 7123.).

C&I 7403. Survey of Research in Literature for Children and Young Adults. (3-0) 3 Credit Hours.
This course surveys theory and research on literature for children and young adults and examines research on reader response and related classroom practices. (Formerly C&I 6403. Credit cannot be earned for both C&I 7403 and C&I 6403.).