CURRICULUM AND INSTRUCTION (CUI)

Courses

CUI 3055 Human Rights & Education (3 Credits)
Emphasis on human rights, both domestic and international, for the field of education; study of writings and research of leading educators encompassing concepts of human rights; focus on educational issues involving human rights, the Right of the Child, work of UNICEF, and implications of human rights for educational practice. Cross listed with CUI 4055.

CUI 3801 Current Issues in K-12 Education (3 Credits)
This course introduces prospective K-12 educators to the contemporary social, political, pedagogical and curricular context of schooling. Major areas of analysis and discussion will include: gender, social class, cultural competency, linguistically diverse education, funding, sexual orientation, educational policy, and diversity. The course will attempt a critical, reflective, and balanced view of schooling for the purpose of helping students develop the ability to interpret and respond to the challenges associated with teaching in modern schools. Coursework will be paired with a service-learning field experience in an urban educational setting characterized as linguistically and culturally diverse.

CUI 3802 Teacher Identity (3 Credits)
The most effective teachers combine the outer technical aspects of teaching (lesson plans, differentiated instruction, culturally responsive pedagogy, and content knowledge) with the inner non-technical elements (passion, heart, beliefs, and calling). In this course we examine the "inner-life" of the teacher with an emphasis on how understanding the themes of teacher selfhood impact the technical aspects of teaching. Key questions to examine include the following: How do the gifts, talents, and inner capacities of the teacher impact and influence communication and learning in the classroom; why do I teach; what will continue to fuel my passion for teaching; and what vision of the future do I hold for schools? Students should expect to complete 10-20 hours per week of service learning in area education settings.

CUI 3990 Service Learning in Community (1-4 Credits)
This course provides students with the opportunity to serve in the community and to reflect on their service experiences in a classroom setting through structured and meaningful reflection sessions. Students will examine a variety of topics, including the nature and significance of service-learning, motives for service, community action as a means for positive social change, and the relationship between service-learning, social justice, and civic responsibility. Cross-listed with AH 3580, SS 3580.

CUI 3991 Independent Study (1-10 Credits)
CUI 3992 Directed Study (1-10 Credits)
CUI 3995 Urban Education (5 Credits)
Historical, political and sociological influences that shape and socially construct urban schools. Characteristics, opportunities, and needs of students in urban schools and examples of current effective practice.

CUI 3996 Urban Youth Development (5 Credits)
This course examines urban youth development from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. Cross-listed with CUI 3996.

CUI 4020 Introduction to Curriculum (3 Credits)
Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others.

CUI 4021 Models of Curriculum (3 Credits)
Reflects on ways various curriculum orientations may resolve modern issues or problems, with students' independent pursuit of one or two orientations in depth; orientations examined include cognitive pluralism, developmentalism, rational humanism and reconceptualism, among others. Recommended prerequisite: CUI 4020.

CUI 4022 Curriculum Theory into Practice (3 Credits)
Helps students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final facet requires students to develop a curriculum. Prerequisites: CUI 4020 and 4021 or instructor's permission.

CUI 4027 Implementing Curriculum: A Practicum (3 Credits)
Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites; to develop and implement curriculum.

CUI 4028 Literacy Instruction and Assessment (3 Credits)
Organized around a developmental continuum for literacy acquisition. Addresses best research-based practices that allow teachers to assess students' abilities and to select appropriate instructional strategies leading to communicative competence for all children.

CUI 4029 Issues in Literacy (3 Credits)
Prepares educators to participate thoughtfully and critically in often-contentious discourse about literacy. Examines the research base that supports sound policy and practice regarding literacy instruction for all children.
CUI 4031 Teaching and Learning (3 Credits)
Takes a disciplinary approach (e.g., sociological, historical, philosophical, and anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning environments? For whom and under what circumstances? How can we create such environments?

CUI 4032 Analysis of Teaching (3 Credits)
Provides a systematic introduction to the research base that characterizes effective practice and to the array of research methods that can be employed to study teaching and teacher development.

CUI 4033 The Practice of Teaching (3 Credits)
Course explores personal, conceptual, and empirical understandings of "teaching practice." Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, professional development practices.

CUI 4034 Curriculum & Cultural Context (3 Credits)
This course will address the influence of cultural, political, sociological, and economic factors on curriculum at the instructional, situational, societal, and ideological levels. Students should be interested and willing to explore these issues through readings and discussion. We will be exploring various perspectives, including our own, which inform the discussion on this critical area of education.

CUI 4035 e (3 Credits)
In this course, students will examine issues related to democracy, power, and privilege in public education. Specifically, students will learn about how anti-democratic groups are working to undermine public education in the U.S. Students will explore White privilege, racism, classism (and other "isms") and the impact they have had and continue to have in public school settings, particularly at schools that serve historically marginalized and oppressed students. Theoretical frameworks such as Critically Relevant Teaching and Critical Race Theory will be introduced in this class as well.

CUI 4038 Urban Youth Development (3 Credits)
This course examines urban youth development from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. We will explore the emerging field of youth development in an urban context, integrate theory and practice, and analyze youth policies and their implications. Cross listed with CUI 3996.

CUI 4039 Transformational Teaching and Learning (3 Credits)
This course takes an exploratory approach to the analysis of transformation teaching and learning. It asks questions such as "What are effective teaching and learning environments?" "For whom and under what circumstances?" "How can we create such environments?" We will explore how patterns of activities in the classroom can be designed to achieve simultaneously all of the major goals of educational reform. The term classroom is not restricted to the physical classroom space but "classroom" in the sense of the organized instructional activities that can extend outside of the school building into the community.

CUI 4041 School and Curricular Reform (3 Credits)
A look into school reform movements, why most fail and only a few succeed.

CUI 4042 Instructional Design & Web Development for Educators (3 Credits)
Introduces presentation software, basic HTML, and web page development software. Focuses on various Learning, Instructional Design, and Learning Style Theories and how they relate to the development of technology supported pedagogy. Students will create individualized instructional web pages for use in practice.

CUI 4043 Development of Technology Enhanced Educational Environments (3 Credits)
Utilizing emerging Learning Theories and complex Instructional Design Theories, students will move into advanced educational web page development including designing with style sheets and layers. Several customized technology mediated lessons or professional projects will be created for use in practice. Various tools, designed to enhance learning environments, will be explored.

CUI 4045 Technology Practicum (2 Credits)
Under the supervision of the professor, students will generate technological applications relevant to their own work settings using ideas and concepts learned in CUI 4040.

CUI 4046 Technology Leadership (3 Credits)
Explores the role of ethics, values, social, legal, and power issues associated with technology in education. Analyzes how technology is transforming learning, equitable distribution of information, and the implications for providing optimal education to diverse learning populations.

CUI 4050 Curriculum & Instr Rsrch Sem (0-3 Credits)
Students write proposals and learn about current relevant research in curriculum. Students learn about the proposal and dissertation process as well as current research in curriculum.

CUI 4051 Seminar in Dissertation Organization and Design (1-5 Credits)
Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.

CUI 4055 Human Rights & Education (3 Credits)
Emphasis on human rights, both domestic and international, for the field of education; study of writings and research of leading educators encompassing concepts of human rights; focus on educational issues involving human rights, the Rights of the Child, work of UNICEF; and implications of human rights for educational practice. Cross listed with CUI 3065.
CUI 4058 Teacher as Researcher (3 Credits)
Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; mastering relevant skills and accessing resources for students to be better prepared to conduct their own inquiries and understand and solve problems.

CUI 4070 Clinical Internship (1-9 Credits)

CUI 4100 Sociocultural Foundation of Education (3 Credits)
Examination of the expanded conceptions of diversity to include difference based on ethnicity, biethnicity, and multiethnic identity; social class, differently-abled, age, gender, and sexual orientation; implications of terrorism on America for ethnically diverse populations in our schools and on educational establishments around the world; attention to the interactions of ethnicity with social class and gender identifications in the school setting; implications of the learning of another language as well as the impact of language diversity in our schools; consideration of new conceptual frameworks for multicultural and diversity education for educators for the 21st century.

CUI 4130 Philosophy of Education (3 Credits)
Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings and Maxine Greene.

CUI 4131 Spirituality in Education (3 Credits)
This course will explore the role of spirituality in education from both the student and educator point of view through an examination of the big questions that are held close to the heart; the ones that guide us toward meaning making in the world. The primary goal of the course is to plumb the depths of spirituality, a deep sense of inner meaning making, that calls us toward a particular profession. The course will focus on the interface between spirituality in education through the lenses of curriculum and instruction.

CUI 4150 Sociology of Education (3 Credits)
Sociology of education emphasizes the importance of the process of socialization on education, the interactions of ethnicity, gender, and social class in education, the formal roles and statuses within the bureaucracy of the school, the informal or “hidden” curriculum, the system of higher education and comparative views of educational systems around the world, and the impact on teaching and schools in an era of terrorism. Objectives of this course: to apply major concepts and theories in sociology to the institution of education; to interpret the applications of sociological theory to the school and the broader educational enterprise; and for personal expansion of philosophy and worldview through humanistic and social science perspectives.

CUI 4153 Practicum: Curriculum and Instruction (1-5 Credits)
Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction.

CUI 4155 Special Topics (1-10 Credits)
Special topics in the field of education.

CUI 4159 Educating Multiethnic Populations (3 Credits)
Emphasizing a worldwide view in considering how education should be delivered to children and youth for life in the 21st century, especially since the World Trade Center Disaster of September, 2001. It is incumbent on those in teaching to find creative policies for working together with those in government and business, strategies that acknowledge our human diversity within and overall context of equality and peacefulness. This begins with raising social justice issues in the classroom in ways that encourage students to openly examine difficult and personally challenging materials, facilitating communication and understanding between members of diverse and unequal social groups.

CUI 4160 Race, Class and Gender in Education (3 Credits)
Ethnicity, Class & Gender in Education applies the concepts and theories of social science disciplines - sociology, social psychology, anthropology, historical perspectives and philosophical orientations - to the inclusive examination of the issues of racism, classism, sexism, and homophobia in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups.

CUI 4161 Ethnicity, Gender & Diversity in the Curriculum (3 Credits)
The focus of this course is to examine and explore the complexities of teaching in contemporary educational settings in which the forces of sexism, racism and classism are found. In our society where wide diversity characterizes our student population, it has become an imperative to recognize difference and relate effective teaching to these conditions. Major trends and influences that are impacting the school curriculum are explored.

CUI 4170 Engaging Learners through the Arts (3-5 Credits)
This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform.

CUI 4171 The Arts in Education: Stage II (3-5 Credits)
CUI 4172 Aesthetic Foundation in Education (3 Credits)
Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation.
CUI 4180 History of Education in the United States (3 Credits)
Traces historical context and development of K-12 schools in the United States from initial discovery of North and South America by Europeans to the present; understanding through examination of central issues that strongly influenced our current educational systems - evolution of schools, religion, social and political reform, women's issues, nationalism and ethnicity, industrialization of the nation and world.

CUI 4400 Nature and Needs of Gifted Learners (3 Credits)
This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness, 2) how intelligence, creativity, and non-intelligence factors are related to giftedness, 3) the nature, development, types, and needs of gifted individuals, 4) principles and issues in the identification of gifted individuals, and 5) the major issues and tensions in the education of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the giftedness construct; theories of intelligence and creativity and their relationship to conceptions of giftedness; types of giftedness; the diversity of gifted individuals and their personal and educational needs; the role of identification in the education and development of gifted children and youth; and purposes and perspectives in gifted education.

CUI 4401 Psychological Aspects of Giftedness (3 Credits)
The psychological development of gifted children is examined through a study of current theories, models, research, and case histories. Understanding of psychological development creates a foundation for applications and practices that nurture the psycho-social-emotional development of gifted individuals. Specific topics include the psychological nature and needs of the gifted; perfectionism, stress, and underachievement; special issues for gifted boys and gifted girls; highly gifted; and pertinent theories of psychological development. Emphasis is placed on synthesis of theories and application to specific situations.

CUI 4402 Curriculum for Gifted Learners (3 Credits)
This course is designed to provide participants with an understanding of the conceptual foundations in the design and development of curriculum for gifted and talented students. Includes theories, models and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; and curriculum design and development approaches that are effective in the intellectual and personal growth of gifted and talented learners. Content in this course is aligned with appropriate instructional strategies and techniques recommended for use with gifted and talented learners. Lectures, discussions, class activities, assigned reading and projects include topics such as a general overview of curricular principles and perspectives; critical analysis of general curriculum; issues of diversity in curriculum development and modification including cultural congruence; recommended models of curriculum development for gifted and talented learners; and national trends in gifted education.

CUI 4403 Instructional Strategies for Gifted Learners (3 Credits)
This course provides a basic understanding of how to adapt curriculum for gifted learners through various instructional strategies. Strategies studied include: acceleration, enrichment, differentiation, compacting, grouping, independent study, and service learning. By selecting instructional strategies based on assessed learner needs, educators can reach many types of gifted learners in their classrooms including gifted students of poverty and gifted learners of cultural and ethnic diversity. The objectives of this class are that participants: know about and be able to define instructional strategies that meet assessed academic and affective needs of gifted learners and be able to adapt curriculum for gifted learners using learned instructional strategies.

CUI 4404 Twice-Exceptional Students (3 Credits)
The purpose of this course is to acquaint the student with the various areas of exceptionalities typically encountered with gifted students and to provide classroom related techniques to assist the teacher in identifying and working with twice-exceptional children in an effective manner. Environmental, behavioral, motivational, emotional and educational needs are addressed. Legal responsibilities, parent communication and staff development will be emphasized.

CUI 4405 Practicum in Gifted Education (1-3 Credits)
Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five areas (Teaching, Assessment, Administration, Research, or Policy). Students must submit a Practicum Proposal outlining the intended practicum experiences. This Proposal must be approved by the practicum faculty supervisor when the practicum experiences are begun.

CUI 4407 Current Issues in Gifted Education: Identification (3 Credits)
This course focuses on the screening and selecting of gifted and talented students. It is designed for practicing professionals - teachers, counselors, psychologists, and administrators - who must make decisions about the identification and serving of gifted and talented students. Course uses multiple assessments, both quantitative and qualitative, to identify gifted students within an increasingly diverse population (including culturally- and ethically-diverse, high-potential, linguistically-different students with unique affective needs as well as high-potential economically-disadvantaged students). Students will use data to diagnose educational needs, prescribe appropriate educational strategies and to incorporate appropriate identification strategies for identifying gifted and talented students. Legal responsibilities and parent communication as well as staff development are emphasized. Students are required to develop an identification model based on relevant theory and current practices to be used in their particular setting. Enforced Prerequisites: CUI 4400 with a minimum grade of C- OR CUI 4401 with a minimum grade of C-.
CUI 4408 Creativity: Theory & Practice (3 Credits)
The essence of innovation is creativity, in thought, process and outcome. Classic and current theories provide a foundation for analysis of the concept of creativity. This course is designed to provide participants with an understanding of 1) the conceptual foundations and definitions of creativity; 2) how intelligence, creativity, and non-intellectual factors are related to the constructs of giftedness; 3) documented brain research underlying exceptional cognition and/or creativity; 4) principles and issues in the identification and appropriate programming for creative individuals; and 5) the multiple perspectives and manifestations of creativity. Salon discussion groups, lectures, class activities and assigned readings and projects focus on the history and nature of the construct of creativity, theories of creativity, the role of innovation and transformation, assessment and measurement tools, environmental support of the creative process and creativity, and teaching and learning applications.

CUI 4410 Prog Dev/Ldrshp/Comm Gifted Ed (3 Credits)
This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course leads to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. In addition, emphasis is placed on planning and development of staff development in relation to gifted children. This course includes extensive in-class discussion and field applications.

CUI 4411 Wkshp: Gifted & Talented Educ (2-3 Credits)
This course is designed to provide participants with an overview of the education of gifted and talented students. Areas of focus within the course include definitions of gifted and talented students, characteristics, educational and psycho/social needs, common identification methods and concepts and common practices in curriculum and instructional differentiation.

CUI 4417 Independent Study: Gifted Educ (1-3 Credits)

CUI 4450 Education and Psychology of Exceptional Children (3 Credits)
Characteristics of students with moderate needs and state criteria used to determine eligibility for special education population.

CUI 4451 Teaching the Exceptional Child (3 Credits)
This course provides a broad overview of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptionality education needs. This course also explores the characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP). Prerequisite: CUI 4450.

CUI 4452 Low Incidence Disabilities and Behavior Intervention (3 Credits)
This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including fragile X syndrome and Fetal Alcohol Syndrome, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology are addressed. This class also addresses theories, research, effective practices, and background information needed to implement successful behavior intervention programs for whole classroom management and for students identified with behavioral needs. Prerequisites: TEP 4010 and CUI 4451.

CUI 4453 Curriculum Adaptations and Assessments for Children with Disabilities (3 Credits)
This course applies theories, research, effective practices, and background information for assessment for students with disabilities, monitoring student academic progress, and transition planning for students exiting K-12 schools.

CUI 4455 Assessment of Students with Special Needs (3 Credits)
Theories, research, effective practices and background information needed to develop, implement, analyze, and apply assessment data for mild/moderate-needs students.

CUI 4457 Behavior Intervention (3 Credits)
Theories, research, effective practices, and background information needed to implement successful behavior intervention programs for mild/moderate-needs students.

CUI 4459 Curriculum, Collaboration, and Transitions in K-12 Schools (3 Credits)
Knowledge, techniques to develop independent skills for K-12 moderate/mild-needs students and transitions across grade levels.

CUI 4500 Elementary Literacy: Theory and Practice I (1-3 Credits)
This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students’ classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

CUI 4501 Elementary Literacy: Theroy and Practice II (1-3 Credits)
This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.
CUI 4502 Elementary Science and Social Studies Methods for Cultural Linguistic Diversity (3-4 Credits)
This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction.

CUI 4503 Elementary Math Methods for Cultural Linguistic Diversity (3,4 Credits)
This course will prepare pre-service elementary teachers to engage students in mathematical learning activities guided by Colorado State Mathematics Content Standards and research. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful activities. In addition, students will develop an understanding of infusing best practice for culturally and linguistically diverse students into the math curriculum in terms of culturally relevant pedagogy and sheltered instruction. This course will revolve around the discussion of key questions in the following seven areas: Content Standards; Instruction; Assessment; Differentiated Instruction; Technology; Culturally Responsive Pedagogy; and Sheltered Instruction.

CUI 4504 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity I (3 Credits)
This course is the first of a two-course study that will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.

CUI 4505 Mathematics across the Content Areas (2,3 Credits)
In this class, prospective secondary and k-12 teachers study fundamental mathematical ideas. Students learn about the five fraction sub-constructs and solve problems in all five areas. In addition, students study ideas that are fundamental to understand algebra. For instance, students learn how to build rules to represent functions. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students.

CUI 4506 Mathematics for Elementary School Teachers I (2,3 Credits)
In this class, prospective elementary school teachers experience an in-depth look at the representations of rational numbers, including base-ten and decimal numbers, integers, fractions, and arithmetic operations on these sets. Problem solving is emphasized throughout. Students also learn about inquiry-based approaches to teaching that they can use in their classrooms with their students.

CUI 4507 Mathematics for Elementary School Teachers II (3 Credits)
In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisite: CUI 4506.

CUI 4508 Mathematics for Elementary School Teachers III (3 Credits)
In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisites: CUI 4506.

CUI 4509 Mathematics for Middle School Teachers (3 Credits)

CUI 4510 Adolescent Literacy (3 Credits)
This course provides secondary teacher candidates an understanding of the essential elements of adolescent literacy. Students learn how literacy develops in reading, writing, and oral language and will be able to relate this information to teaching reading and writing in all content areas for both middle school and high school students.

CUI 4511 Secondary Literacy: Reading and Writing Across Content Areas I (3 Credits)
This course is the first of a two-course study that is designed to give secondary Residents an introduction to best practices in content area literacy instruction for in 6-12 classrooms. In support of the instructional shifts presented by the Common Core State Standards, Residents will explore the rationale behind instructional strategies for literacy instruction in the content area classrooms, as well as examine tools and techniques for teaching students to become strategic readers and writers as they model their own thinking and scaffold students’ use of strategies for content area literacy.

CUI 4512 High School Mathematics from an Advanced Perspective (3 Credits)
High school mathematics education. Meets Common Core State Standards.

CUI 4513 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity II (3 Credits)
This course is an extension of the Autumn quarter session and will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards, Next Generation Science Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.
CUI 4530 Second Language Acquisition (1-3 Credits)
This course explores the acquisition process of second language learning, focusing on the methodologies and approaches used to teach second languages. It considers the cognitive, social, and linguistic factors that influence second language acquisition and examines the role of context and environment in language learning.

CUI 4531 Language Development and Strategies for Culturally and Linguistically Diverse Learners (3,4 Credits)
This course will explore strategies and methods for teaching second language learners, focusing on the development of language skills and the adaptation of instruction to meet the needs of diverse learners. It will also consider the role of language in cultural and social contexts.

CUI 4532 Culturally Responsive Pedagogy (3,4 Credits)
This course examines the theoretical and practical aspects of culturally responsive pedagogy, focusing on how teachers can create inclusive and equitable learning environments for diverse learners. It will explore the role of cultural knowledge and the impact of cultural attitudes and biases on teaching and learning.

CUI 4533 Research Issues in the Education of Culturally and Linguistically Diverse Learners (3,4 Credits)
In this course, students will engage in research projects that explore issues related to the education of diverse learners. It will consider the impact of social, cultural, and linguistic factors on learning and the development of effective instructional strategies.

CUI 4534 Language Teaching Lab (1 Credit)
This course will provide practical experience in teaching languages, focusing on the application of theories and methods discussed in other courses. It will involve hands-on experiences, including lesson planning, teaching, and assessment.

CUI 4535 Language in Society and Schools (3,4 Credits)
This course will introduce students to the discipline of sociolinguistics, focusing on how language is used in society and how it influences social, cultural, and political dynamics. It will explore topics such as language and dialect; cross-cultural communication; and the role of language in power, culture, gender, ethnicity, and social class.

CUI 4536 Cultural Studies and Policy (3,4 Credits)
This course will examine the role of culture in society and the impact of cultural policies on education and social justice. It will explore the intersection of cultural studies and policy-making, focusing on the development of cultural policies that are inclusive and equitable.

CUI 4537 English as a Second Language (ESL) (3,4 Credits)
This course will provide an overview of the theory and practice of teaching English to non-native speakers. It will cover topics such as language acquisition, language learning strategies, and the role of culture in language teaching.

CUI 4538 Language and Social Justice (3,4 Credits)
This course will examine the role of language in social justice, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4539 Language and the Law (3,4 Credits)
This course will examine the role of language in legal contexts, focusing on how language is used in legal discourse and the impact of language on legal outcomes. It will explore topics such as language and law, language and justice, and language and legal process.

CUI 4540 Language and Policy (3,4 Credits)
This course will examine the role of language in policy-making, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4541 Language and Power (3,4 Credits)
This course will examine the role of language in power relations, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4542 Language and Culture (3,4 Credits)
This course will examine the role of language in culture, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4543 Language and Society (3,4 Credits)
This course will examine the role of language in society, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4544 Language and Discourse (3,4 Credits)
This course will examine the role of language in discourse, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.

CUI 4545 Language and Communication (3,4 Credits)
This course will examine the role of language in communication, focusing on how language is used to create and maintain social hierarchies. It will explore topics such as language and power, language and identity, and language and social change.
CUI 4536 Language and Cultural Issues in Assessment and Instruction (3-4 Credits)
This course expands the educators' knowledge of the connection between data-based instruction and assessment. Educators assess student learning by utilizing strategies that provide continuous feedback on the effectiveness of instruction. Educators learn informal and formal assessment practices that promote student learning and achievement. Educators develop knowledge and understanding of initial assessment of culturally and linguistically diverse learners' skills and abilities in order to provide appropriate placement and instruction. Educators utilize native language tests to promote adequate placement/transition of students. This course also helps educators develop a framework to analyze and develop culturally responsive assessment practices in order to improve student achievement. Finally, this course integrates Response to Intervention (RTI) strategies to improve student assessment.

CUI 4537 Seminar & Practicum in LDE (1-6 Credits)
This course is to provide students with the opportunity to merge theory and practice in real classroom situations. This course is organized around two main components. The seminar consists primarily of discussions on connections between theory and practice. The practicum centers on educators' own respective teaching contexts. Students in this course are required to "log" 200 hours of direct teaching with linguistically diverse learners. Under the supervision of a practicum advisor, students will be evaluated for evidence of mastery of LDES standards.

CUI 4538 Literacy and Language Development for Culturally and Linguistically Diverse Learners (3,4 Credits)
Attaining age-appropriate English literacy skills poses many challenges to culturally and linguistically diverse (CLD) learners. Educators must therefore develop proficiency in effective literacy instruction for CLD learners. Effective literacy instruction includes a repertoire of teaching practices designed to scaffold literacy and language across the content areas, and culturally relevant curriculum as an essential component to support the achievement of CLD learners. This course will focus on helping educators gain the necessary skills, orientations, and competencies to advance the literacy of CLD learners through linguistic and cultural knowledge.

CUI 4540 Curriculum, Instruction and Assessment: Theory and Practice I (1-3 Credits)
This is the first quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4541 Curriculum, Instruction, and Assessment: Theory and Practice II (1-4 Credits)
This is the second quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III (1-4 Credits)
This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4543 Educational Psychology: Learning and Development (1-3 Credits)
This course focuses on theories of learning and development, including behaviorism, cognition in context, and sociocultural perspectives, among others, as well as practical application of those theories. Issues of classroom management and student motivation are explored within the context of these theories.

CUI 4544 Ed Psych: Exceptional Child (1-3 Credits)
The focus of this course is on educating children and adolescents with special needs in the general education classroom. The intent is to enable future educators to better serve the needs of these children in their classrooms. Topics such as the special education process, information on specific disabilities, accommodations and modifications, behavior issues, mental health, and communicating with parents will be addressed.

CUI 4545 Perspectives on American Education I (1-3 Credits)
We expect that students will complete this 2-quarter-long class with an appreciation for and commitment to critical reflection, collegiality, ongoing professional growth, and educational reform. Through readings, reflective writing and activities, role-plays, case discussions, community-based field work, visits to a myriad of schools and classrooms, and guest presentations, we expect students to recognize and wrestle with the complexity that characterizes teaching in American society. Four central and recurring themes for this course include: democratic foundations of public schools, apprenticeship of observation, teaching as vocation, and the moral dimensions of teaching.

CUI 4546 Perspectives on American Education II (2 Credits)
We expect the students will complete this 2-quarter-long class with an appreciation for and commitment to critical reflection, collegiality, ongoing professional growth, and educational reform. Through readings, reflective writing and activities, role-plays, case discussions, community-based field work, visits to a myriad of schools and classrooms, and guest presentations, we expect students to recognize and wrestle with the complexity that characterizes teaching in American society. Four central and recurring themes for this course include: democratic foundations of public schools, apprenticeship of observation, teaching as vocation, and the moral dimensions of teaching.

CUI 4600 History and Philosophy in Mathematics Education (3 Credits)
Introduction to the effective integration of history and philosophy of mathematics into mathematics education.

CUI 4610 Learning and Teaching of Mathematics (3 Credits)
Introduction to foundational research literature on learning and teaching in mathematics education.

CUI 4620 Research on Diversity, Equity, and Social Justice in Mathematics Education (3 Credits)
Introduction to research related to issues of diversity, equity, and social justice in P-16 mathematics curriculum, instruction, and assessment.
CUI 4630 Learning Mathematics: Early Childhood (3 Credits)
Development of theories, materials, and methods used to teach mathematics in preschool to grade two and develop abilities in their use.

CUI 4640 Improving Elementary Math Instruction (3 Credits)
Teacher development of elementary mathematical content, pedagogy, curriculum, attitudes and power, and collaboration.

CUI 4690 Field Experience: Curriculum & Instruction (3 Credits)
This course provides students with an authentic field experience for those pursuing a degree in Curriculum & Instruction. Field Experience in Curriculum & Instruction is an off-campus, experience taken throughout the coursework plan. Field Experience is designed to broaden one's professional skills and is considered a critical transition of substantial growth. Field Experience is a hybrid on-line and face-to-face seminar that is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practices. The Field Experience is considered a critical professional transition to help consolidate learning and professional competencies in preparation for employment. All students engage in weekly experience seminars (either on-line or face-to-face) facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice. This course promotes the idea that educators are lifelong learners and regularly reflect on and adjust their practice.

CUI 4700 Foundations of Education: Cognitive Theory I (3 Credits)
Introduction to cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula.

CUI 4710 Foundations of Education: Cognitive Theory II (3 Credits)
Second course in cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula. Prerequisite: CUI 4700.

CUI 4720 Discourse in the Mathematics Classroom (3 Credits)
The study of discourse as it relates to mathematics teaching and student learning.

CUI 4730 Mathematics and Instructional Technology (3 Credits)
Introduction to the principles of effective use of technology in mathematics instruction.

CUI 4740 Policy and Mathematics Education (3 Credits)
Introduction to educational politics and how those policies have influenced and continue to influence mathematics education.

CUI 4790 Seminar on Race in Mathematics Education (3 Credits)
Seminar course for advanced doctoral students on issues of race and mathematics education in the US.

CUI 4870 Education in International Settings (3 Credits)
Objectives of this course include: viewing education in the 21st century as cross-cultural and international; examining the role of schooling in shaping national identity and citizenship in nation-states around the globe; and identifying promising practices and exemplary curriculum material for teaching cross-cultural perspectives and world awareness.

CUI 4991 MA Independent Study (1-10 Credits)

CUI 4992 Directed Study (1-10 Credits)

CUI 4995 Research - M.A. Thesis (1-10 Credits)

CUI 5980 Research as Problem Analysis (3 Credits)
This course is the first of three culminating research courses for students in the Ed.D. in Curriculum and Instruction. This course is designed to guide candidates through the doctoral proposal process and introduce the initial stages of data collection and analysis.

CUI 5981 Research as Intervention (3 Credits)
This course is the second of three culminating research courses for students in the Ed.D. in Curriculum and Instruction and is designed to help candidates finish collecting their data and analyze their data. This course will also introduce and develop the evaluation or analysis section of the doctoral paper and the beginning steps of the dissemination of the research project.

CUI 5982 Applied Research (3 Credits)
This course is the final of three culminating research courses for students in the Ed.D. in Curriculum and Instruction and is designed to help candidates disseminate their project, reflect on their project, and defend their project. This course is specifically focused on writing the quasi-practical section of the doctoral paper and the dissemination of the research project to the community partner.

CUI 5983 Defense of Research (1 Credit)
This course will build on the “persistent problems of practice” and research questions identified in CUI: 5980, data collection and analysis in CUI 5981, and applied research skills in CUI 5982. By the end of the course you will be able to schedule and present your doctoral research project for defense. Completion of CUI: 5982 "Research as Applied Research" or permission of the instructor.

CUI 5991 PhD Independent Study (1-10 Credits)

CUI 5992 Directed Study (1-10 Credits)

CUI 5993 Doctoral Research Project (1-4 Credits)
Doctoral research credits for doctoral research project toward the EdD. Prerequisite: Must be an EdD student in C&I; must have completed C&I doctoral research courses (CUI 5980, CUI 5981, CUI 5982, and CUI 5983).
CUI 5994 Seminar in Dissertation Organization and Research (1-5 Credits)
Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.

CUI 5995 Dissertation Research (1-10 Credits)