

CURRICULUM AND INSTRUCTION (CUI)

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 4031 Teaching and Learning (3 Credits)

This course builds the biological and contextual foundations for learning, including brain and cognitive development theory. The course also helps students build a framework for culturally responsive classroom management, including rituals, routines, and relationships with students and families. Students apply cognitive development theory and equitable classroom management strategies to analytical case studies. Course restricted to students in TEP program or instructor approval.

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 Critical Perspectives in Education (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 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 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 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 4047 Humanizing Pedagogies (3 Credits)

This course will provide a foundation in the conceptualization, design, and implementation of a humanizing pedagogy. A humanizing pedagogy is a “revolutionary approach to instruction that ceases to be an instrument by which teachers can manipulate students, but rather expresses the consciousness of students themselves” (Freire, 1970, p. 51). Students in this course will apply their knowledge of humanizing pedagogy to specific content areas, practice, and research through the tenets of a humanizing pedagogy. Moreover, students will explore humanizing literacy and math as fundamental human rights that afford access and equity to historically marginalized communities.

CUI 4050 Research Seminar: Conducting Systematic Reviews (0-3 Credits)

The Curriculum and Instruction (C&I) Research Seminar: Conducting Systematic Reviews (CUI 4050, 3 credits) is the first of a series of courses for doctoral-level students in the Curriculum and Instruction Program. It is also available to students in other programs who would like to learn how to complete a systematic literature review, as well as think about identifying a research problem to address and research purpose.

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 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 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 4153 Practicum: Curriculum and Instruction (0-5 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 on or off campus. In the case of taking on a paid position, students should consult the Office of Internationalization about their visa status and requirements. Students should work with their advisor before they plan to register in order to get this course in the class schedule when it will be needed.

CUI 4155 Special Topics (1-10 Credits)

Special topics in the field of education.

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 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 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 4310 Supporting Apprentice Teachers (3 Credits)

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn as they learn to create culturally responsive classroom environments and to address the strengths and needs of all students particularly Culturally and Linguistically Diverse (CLD) Learners and students in Special Education. Topics addressed include mentor support for apprentice teachers' planning, teaching of reading and writing, applying a teacher evaluation framework, designing and interpreting formative and summative assessment, using data to inform instruction and differentiation for ELLs and GT identified students.

CUI 4311 Supporting Apprentice Teachers II (3 Credits)

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing unit and lesson plans, literacy (specifically reading), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

CUI 4312 Supporting Apprentice Teachers III (3 Credits)

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing formative assessment plans, literacy (specifically writing), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

CUI 4313 Supporting Apprentice Teachers IV (3 Credits)

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about using data to inform instruction, differentiating instruction for English Language Learners and Gifted and Talented identified students, and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

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 ethnically-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-intellective 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 (1-3 Credits)

This blended 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 learners, gifted learner characteristics, educational/academic and affective/psychosocial needs, common identification methods, and research-based instructional strategies for gifted learners. Course restricted to students in TEP program or instructor approval.

CUI 4412 Culturally and Linguistically Diverse Learners in Gifted Education (3 Credits)

Culturally and Linguistically Diverse Learners have inequitable access to gifted programming, curricula and services; therefore, they do not receive instruction that nurtures their learning talents, culture, and emergent bilingualism. This course is designed to address the needs of the Culturally and Linguistically Diverse (CLD) and the Gifted and Talented (GT) learner. Upon completion of this course, students should be able to meet the approved standards for the English Language Learner Professional Development Pathway. In addition to ELL standards, this course is aligned with state gifted education standards.

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 exceptional 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: Theory 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. Course restricted to students in TEP program or instructor approval.

CUI 4503 Elementary Math Methods for Culturally and Linguistically Diverse Learners (3,4 Credits)

This course prepares students for mathematics instruction in elementary classrooms. We will study theories of learning, the development of children's mathematical thinking, and research-based instructional practices in mathematics. Students will solve mathematical problems using a variety of methods, practice giving math lessons, engage in continuous instructional improvement activities, grapple with issues of equity—race, class, gender, ability, and the intersections therein—as they pertain to math teaching and explore digital resources related to teaching math for understanding. Course restricted to students in TEP program or instructor approval.

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 teachers study fundamental mathematical ideas and how they apply to various real-world settings. For instance, students may explore the mathematics of gerrymandering and map projections. Students will also engage in mathematical practices such as argumentation and justification. Finally, students will learn about inquiry-based approaches to teaching that they can use in their secondary 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)

Mathematics education for middle school teachers. Meets Common Core State Standards.

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 4514 Secondary Literacy: Reading and Writing Across Content Areas II (3 Credits)

This course is an extension of the Autumn quarter session. In this course, Residents will deepen their knowledge of the English language and linguistics, through an analysis of socio and psycholinguistics, as well as rigorous practice in grammar, syntax and semantics. As Residents gain a more practical understanding of the complexities of the English language, they will be better able to support their English Language Learners. This course addresses the following Common Core State Standards: L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L3: Apply knowledge of language to understand how language functions in different context to make effective choices for meaning or style, and to comprehend more fully when reading or listening. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CUI 4521 Urban Education II: School, Student, Family and Community Influences on Student Learning (2-4 Credits)

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success.

CUI 4527 Supporting English Language Learners and Students with Special Needs Across Content Areas (3 Credits)

This course evaluates similarities and differences in theory, methods, approaches, and techniques in meeting the needs of diverse learners including English Language Learners, special needs, and/or gifted. Differentiated instruction, Sheltered instruction, and Response to Intervention (RTI) are key methodologies in meeting needs of diverse learners.

CUI 4529 Foundations of Education for Culturally and Linguistically Diverse Learners (3 Credits)

This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning. Course restricted to students in TEP program or instructor approval.

CUI 4530 Second Language Acquisition (1-3 Credits)**CUI 4531 Language Development and Strategies for Culturally and Linguistically Diverse Learners (3,4 Credits)**

This course will evaluate methods, approaches, and techniques in language teaching. This course will also explore classroom strategies and practices for content-area instruction through sheltered instruction, and socio-cultural context of second language acquisition in U. S. public schools including how teachers can support bilingualism, multilingualism, biculturalism, and multiculturalism in the mainstream classroom. Furthermore, this course will explore the needs of special education and gifted culturally and linguistically diverse learners.

CUI 4532 Culturally Responsive Pedagogy (3,4 Credits)

This course examines the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It examines the need and establishes a definition for culturally responsive pedagogy; and includes an examination of one's conception of self and "others;" conception of social relations; and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it cultivates the practice of culturally responsive teaching as well as explores the reality of implementing cultural responsive pedagogy in an era of standardization. In sum, this course helps practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

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 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 course explores the theoretical underpinning and practical application of curriculum design. Students design their own curriculum unit aligned to standards, essential questions, big understandings, and social justice themes. Course restricted to students in TEP program or instructor approval.

CUI 4541 Curriculum, Instruction, and Assessment: Theory and Practice II (1-4 Credits)

In this course, apprentice teachers will explore the theoretical underpinnings and practical application of data and assessment. This course will build essential knowledge and skills in school and classroom assessments, research methodology, and equity in assessment practices. Students will design a series of assessments aligned to unit goals. Course restricted to students in TEP program or instructor approval.

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. Course restricted to students in TEP program or instructor approval.

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 4600 History and Philosophy of STEM Education (3 Credits)

The goal of this course is to help future Science, Technology, Engineering, and Mathematics (STEM) education leaders understand the historical trajectory of public education in relation to the larger sociopolitical forces of American history. Two premises guide this course: 1. Social and political conditions in society exert intense pressure on STEM fields and STEM education, which poses significant challenges to STEM education leaders. 2. Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

CUI 4610 Learning & Teaching of STEM (3 Credits)

In this course, students will be introduced to foundational research literature on learning and teaching in STEM education. The research introduced will focus extensively on theories of learning and how these theories are influencing P-16 STEM curriculum, instruction and assessment. The literature base introduced is foundational to research conducted in STEM education.

CUI 4620 Research on Diversity, Equity, and Social Justice in STEM Education (3 Credits)

The goal of this course is to help future STEM education leaders understand the current context of issues of diversity, equity and social justice in STEM education and explore its implications for access and opportunity for traditionally marginalized students. Two premises guide this course: 1. Social and political conditions in contemporary society exert intense pressure on STEM fields and STEM education. 2. Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

CUI 4640 Improving STEM Instruction (3 Credits)

For as long as the United States has implemented public education—well over 100 years—many features of schooling have stayed the same. Despite waves of curricular and policy reforms, widespread anxiety over student achievement (especially in comparison to other countries), and concerted efforts to “disrupt” education, many elements of teaching and learning persist. In STEM education, especially, scholars and practitioners have been advocating for the same things for decades: teaching for conceptual understanding, using rich tasks that encourage student collaboration, incorporating discourse in the classroom, and supporting students to engage in STEM practices like proof, argumentation, and the scientific method. We know that these things can support meaningful student learning. But most K-12 STEM classrooms are centered on memorization and standardized testing. Why is it so hard to change? The short answer: It's complicated. In this course, students will critically examine various instructional improvement efforts, identifying both the ways in which these efforts are potentially productive and potentially destructive. We'll juxtapose these efforts with relevant research on teacher learning and organizational change in order to critique reform efforts. Ultimately, students will become more critical consumers of instructional improvement efforts and will be better prepared to translate research into practice. Although STEM is the focus of this class, the overarching ideas of the course are applicable to many other subjects.

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 STEM and Instructional Technology (3 Credits)

The goal of this course is to help students understand the role of technology in teaching and learning, particularly in Science, Technology, Engineering, and Mathematics (STEM) courses. Three premises guide this course: 1) Technology offers great potential for innovation in education, but it also can be dangerous if used inappropriately and indiscriminately; 2) Social and political conditions in society exert intense pressures on technology in STEM education, which poses significant challenges to STEM education leaders; and, 3) Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

CUI 4740 Policy and STEM Education (3 Credits)

In this course, students will be introduced to and explore a range of educational policies and how those policies have influenced and continue to influence Science, Technology, Engineering, and Mathematics (STEM) education. A particular focus of the class will be the underlying ideologies of policies that have had a strong influence on the development of curriculum and research in STEM education. Students will learn how to critique educational policies in general and policies that have influenced STEM education in particular. Students will also develop a policy brief that is specific to some area of STEM education that they will publicly disseminate.

CUI 4991 MA Independent Study (1-10 Credits)**CUI 4995 Independent Research (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 5993 Dissertation in Practice (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, and CUI 5982).

CUI 5995 Independent Research (1-10 Credits)