

CURRICULUM & INSTRUCTION (CUI)

CUI 710. Curriculum and Instruction Fundamentals. (3 h)

Curriculum and Instruction including theories, design principles, and evaluation models. The course will investigate the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped, including curriculum literacy - the major input variables to curriculum decision-making, implementations, and curriculum evaluation.

CUI 712. Social Foundations of Education. (3 h)

A critical examination of the political, social, and economic goals of schooling and their intersection with educational equality and student diversity through the lens of educational philosophy and positionality with a view to developing a culturally responsive multicultural pedagogical praxis that enhances student success.

CUI 714. Assessment and Evaluation. (3 h)

This course is designed to introduce students to the variety of assessment and evaluation techniques and their purpose, including how these techniques are used in instructional planning, decision-making, and curriculum development.

CUI 720. Instructional Design and Digital Learning Technologies. (3 h)

A comprehensive exploration of instructional design frameworks, including best practices with design, development, and evaluation of these frames. Students will get to practice working in traditional instructional design frameworks (ADDIE, Gange's), more modern frameworks (Agile, SAM), along with collaborative frameworks (Co-Design, Design Justice). This course will provide an overview of the digital tools, techniques, opportunities and challenges associated with learning technologies and leading teams. The course will also introduce learning technology applications, provide tools to evaluate learning technology solutions and related multimedia learning design models, address digital accessibility, and engage in best instructional technology practices. The course provides the opportunity to explore various online learning tools and does not include in-depth training in any specific tool.

CUI 722. Differentiated Instruction. (3 h)

This course will focus on the practice of differentiating instruction as a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, students learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students' interests, readiness, and learning profile. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge. Students also learn how to draw on internal and external resources to support holistic learning processes.

CUI 724. Instructional Leadership. (3 h)

This course explores various strategies for instructional leadership, including coaching and mentoring, and their relationship to educational leadership and positive teaching and learning outcomes. The course will emphasize the skills to build productive relationships and effective mentoring among educators, and consensus-building among a course design team.

CUI 726. Curriculum Mapping for DEI. (3 h)

This course will focus on curriculum mapping, the practice of ensuring that teaching is structured in a meaningful and logical sequence to build knowledge and achieve desired curricular outcomes. This process includes charting and tracking academic program priorities and redundancies, and identifying educational gaps. Students will learn about long-term planning for vertical and comprehensive learning to proactively address learning gaps and misalignments. The course will also provide technical guides of a curriculum mapping process with a specific focus on diversity, equity, and inclusion, and outcomes.

CUI 799. Capstone in Education. (3 h)

Designed for all education students, this course aims to provide opportunities for students to gain real-world experience. Students will identify, analyze, and develop curricula or leadership theory and demonstrate effective practices by engaging one data point (i.e., student achievement). The capstone will also include examining the standards and exploring how to teach the standards. Additionally, students will have opportunities to put their knowledge into practice through professional shadowing and individual or group projects with key educational leaders.