

CURRICULUM AND INSTRUCTION (CURRIC)

CURRIC 209 – DIGITAL MEDIA AND LITERACY

3 credits.

Explores theories of knowing and learning as they relate to digital media. Focused on digital media in all of its forms - from Wikipedia to YouTube mashups to mobile apps - and how these new ways of doing and making are related to learning.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 240 – CRITICAL ASPECTS OF TEACHING, SCHOOLING, AND EDUCATION

3 credits.

Investigates aspects of social justice and equity as they relate to teaching, schooling, and education.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 243 – PRACTICUM IN WORLD LANGUAGES (K-12)

3 credits.

Systematic observation and participation in world language classes (French, German, or Spanish) in the public school.

Requisites: Consent of instructor

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Fall 2020

CURRIC/ED POL/LEGAL ST 250 – INCARCERATION AND EDUCATION

3 credits.

Investigates how the systems of incarceration and education operate alongside, within, around and through one another. Provides a historical examination of how education and incarceration have interacted. Examines how prisons operate as 'teaching institutions,' what it teaches all of us impacted by it, and what interventions have been designed to facilitate particular kinds of learning. Presents firsthand accounts of those who work and live in the carceral system currently.

Requisites: None

Course Designation: Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Analyze the relationship between schooling and incarceration including issues related to discipline, gender, and disability
Audience: Undergraduate

2. Articulate and evaluate your understanding of experiences of incarceration including the sources, assumptions, and implications behind your understanding
Audience: Undergraduate

3. Synthesize the lived experiences of diverse individuals impacted by incarceration to understand the range of forms learning takes place inside carceral facilities;
Audience: Undergraduate

4. Evaluate different policies and practices that operate at the intersections of education and incarceration.
Audience: Undergraduate

CURRIC 274 – CURRICULUM AND INSTRUCTION - STUDY ABROAD

1-3 credits.

Topics vary reflecting the specializations, expertise, and curricula of study-abroad programs.

Requisites: None

Repeatable for Credit: Yes, unlimited number of completions

Learning Outcomes: 1. Gain a deeper knowledge and understanding of other cultures and their environments.

Audience: Undergraduate

2. Develop greater cultural self-awareness and intercultural competence.

Audience: Undergraduate

3. Develop different economic, political, social, and educational perspectives on global issues.

Audience: Undergraduate

4. Increase their capacity to analyze issues with appreciation for disparate viewpoints.

Audience: Undergraduate

5. Develop career readiness and gain leadership skills that are relevant for a global world.

Audience: Undergraduate

6. Communicate appropriately and effectively with diverse individuals and groups.

Audience: Undergraduate

7. Examine their own actions in terms of personal responsibility and ethical, social, and environmental consequences.

Audience: Undergraduate

8. Develop a better understanding of the diversity of the host society and better understand the diversity in their own society.

Audience: Undergraduate

CURRIC 276 – CONTEMPORARY ISSUES IN K-12 SCHOOLS

1 credit.

Introduction to current practices and issues in K-12 school systems as they relate specifically to educational inequality, the concept of "educational debt," and the role of teachers and administrators in system change.

Encourages future educators to think critically about these issues while preparing them to serve in culturally and socio-economically diverse schools.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Identify at least three critical contemporary issues in US PK-12 schooling.

Audience: Undergraduate

2. Identify major sources of educational inequity in schools and across school districts.

Audience: Undergraduate

3. Explain the differences between the concepts of "achievement gap" and "educational debt."

Audience: Undergraduate

4. Describe the crucial roles of teachers in the classroom and administrators in schools and districts for addressing educational inequity.

Audience: Undergraduate

CURRIC 277 – VIDEOGAMES & LEARNING

3 credits.

Explores current research on videogames and learning. Critically reflect on the intellectual and educational merits and drawbacks of videogames and how videogame culture shapes how individuals think and learn.

Requisites: Sophomore standing

Course Designation: Gen Ed - Communication Part B

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 292 – GLOBALIZING EDUCATION

3 credits.

Designed to explore the regionally, societally and culturally embedded nature of schooling, impacts of globalization on schooling, the relationship of schooling to increasingly global societies, and how policy, curriculum instruction, both domestically and internationally, are both shaped by and sometimes responsive to globalization.

Requisites: None

Course Designation: Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2022

Learning Outcomes: 1. Identify the relationship of education to people, communities and societies from social, cultural and global perspectives

Audience: Undergraduate

2. Locate schooling within local and global economic, political, social and cultural patterns

Audience: Undergraduate

3. Determine how schools and classrooms do and can reflect and represent global populations, knowledge, perspectives and issues

Audience: Undergraduate

CURRIC/MUSIC 300 – PRINCIPLES OF MUSIC EDUCATION

2 credits.

Principles of music education, including philosophy, history, and current practices and curricular trends. Survey of music education in and out of schools as situated within diverse, pluralistic communities.

Requisites: Declared in Music: Education BM and sophomore standing

Course Designation: Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Explain why music and music education are important, valuable, and meaningful.

Audience: Undergraduate

2. Demonstrate understandings of and dispositions toward music learning and teaching that are mindful, inclusive, respectful, empathic, relevant, and responsive to human difference.

Audience: Undergraduate

3. Develop and demonstrate awareness, sensitivity, and honor for human differences, including gender, sexuality, race, ethnicity, nationality, culture, class, language, religion, and ability.

Audience: Undergraduate

4. Demonstrate developing awareness of the connection between how you think about music learning and teaching and how those beliefs play out in all decisions that you make regarding your music classroom.

Audience: Undergraduate

5. Develop awareness of your own unique musical experiences and personality traits.

Audience: Undergraduate

6. Identify traits of successful music educators and the professional characteristics, expectations, sensitivity, and interpersonal skills required of music educators.

Audience: Undergraduate

CURRIC/MUSIC 301 – MUSIC LEARNING AND TEACHING 1

2 credits.

The learning and teaching of music at the elementary and middle school levels.

Requisites: MUSIC/CURRIC 300 and concurrently enrolled in MUSIC/CURRIC 337 and declared in Music: Education

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Model knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC/MUSIC 302 – MUSIC LEARNING AND TEACHING 2

2 credits.

The learning and teaching of music at the high school level.

Requisites: MUSIC/CURRIC 301 and MUSIC/CURRIC 337

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Develop competency to use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Improve knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC/MUSIC 304 – COMPOSITION, ARRANGEMENT, AND ORCHESTRATION FOR THE MUSIC TEACHER

2 credits.

Introduction to the teaching of musical composition, arrangement, and orchestration. Special emphasis on how music technologies interact with conceptions of composition, arrangement, and orchestration; implications for music learning and teaching.

Requisites: MUS PERF 104**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Develop competency to use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Improve knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC 305 – INTEGRATING THE TEACHING OF READING WITH OTHER LANGUAGE ARTS

3 credits.

Theory, research and instructional practices supporting the teaching of reading, writing, speaking and listening skills in an integrated curriculum from kindergarten through grade twelve.

Requisites: None**Course Designation:** Gen Ed - Communication Part B**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC/CHICLA 306 – LATINX LITERACIES**

3 credits.

Addresses how members of Latinx communities have used writing for both personal and social change. Develop a deeper understanding of the political, family, and school contexts in which Latinx peoples in the United States write and read.

Requisites: Satisfied Communications A requirement**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Develop a theoretical understanding of literacy studies, homing in on concepts, such as "reading the word and reading the world," "funds of knowledge," "mestiz@ scripts," relevant to many Latinx literacy traditions.

Audience: Undergraduate

2. Identify and analyze key social, political, and historical pressures on many Latinx literacies, including the relationship between racism and literacy, legal status and literacy, and linguistic discrimination.

Audience: Undergraduate

3. Identify and analyze central ways that Latinx communities have used and use writing for social change through close readings of ethnographic and literary accounts.

Audience: Undergraduate

4. Create a portfolio of creative, scholarly, and reflective writing connected to course themes, deepening understandings of Latinx literacies, and developing writing and revision techniques that will transfer to other contexts.

Audience: Undergraduate

CURRIC 309 – READING AND WRITING ACROSS THE CONTENT AREAS

3 credits.

Prepares prospective teachers of children 8/9 to 12/13 to teach reading and writing across all content areas.

Requisites: Consent of instructor**Repeatable for Credit:** No**Last Taught:** Fall 2021

CURRIC 311 – LANGUAGE ACQUISITION FOR MULTILINGUAL LEARNERS

3 credits.

Explore theories of first and second language acquisition (SLA) and factors that impact language, literacy, and academic learning and development for emergent bilinguals (or English Learners). Develop an understanding of theories of language learning and development to build a theoretical foundation that will provide the basis for work with bi/multilingual learners. Analyze the language learning and language use of an emergent bilingual across multiple contexts at a practicum site. Consider the implications of theories for language learning and development for instructional design while learning research tools to enhance teaching practice.

Requisites: Declared in Elementary Education: Kindergarten - 9th Grade, BSE and English as a Second Language Minor

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Identify and summarize major theories of the field of SLA about how language is structured in and through everyday practices and interactions.

Audience: Undergraduate

2. Analyze and evaluate how research in SLA shapes the study of language in context.

Audience: Undergraduate

3. Apply teacher research methods to examine the implications of theories of language learning and development for classroom design and practice.

Audience: Undergraduate

4. Apply critical, reflective thinking skills to the process of teacher research and the improvement of teaching, learning, and curriculum practices.

Audience: Undergraduate

CURRIC 312 – FOUNDATIONS OF ESL EDUCATION

3 credits.

Addresses social, cultural, and educational issues related to schooling for young English learners. Provides an overview of multiple factors that impact teaching and learning. Issues include but are not limited to: theories relating to language use and learning; registers and varieties of English; program structures and designs; school and classroom environments, and connections between families and schools.

Requisites: Declared in Elementary Education BSE, Capstone Certificate in Spanish-English Bilingual-Bicultural Education, Certificate in Preparing to Teach Abroad, or Certificate in Global Cultures, Languages and Education

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Demonstrate how key topics and issues pertaining to emergent ESL students intersect with differing views about equitable schooling and education.

Audience: Undergraduate

2. Apply theories and concepts about factors related to equitable teaching, learning, and curriculum to assess practicum experiences that involve emergent ESL students.

Audience: Undergraduate

3. Identify and articulate key topics and issues related to the schooling and education of emergent ESL students.

Audience: Undergraduate

4. Evaluate the social, cultural, political and historical contexts of educational policies and programs related to emergent ESL students.

Audience: Undergraduate

CURRIC 314 – BECOMING LITERATE IN AND OUT OF SCHOOLS

3 credits.

Surveys critical issues related to literacy for early childhood teachers including early literacy and language learning, insights into cultural differences related to literacy and language, and knowledge of the social dimensions of literacy.

Requisites: Declared in Elementary Education

Repeatable for Credit: No

Last Taught: Spring 2022

CURRIC 315 – READING AND WRITING ACROSS THE CURRICULUM IN EARLY CHILDHOOD

3 credits.

Provides early childhood educators with information, strategies, and activities for instructing young children with literacy. Teachers explore the multiple sources of information that young readers must orchestrate as they learn to read.

Requisites: CURRIC 314

Course Designation: Gen Ed - Communication Part B

Repeatable for Credit: No

Last Taught: Fall 2022

CURRIC 316 – ESL/BILINGUAL METHODS

3 credits.

Identify and develop methodological approaches and techniques that coordinate instructional practice with current theories on language and learning. Develop criteria for designing, implementing, and evaluating appropriate lessons and materials that integrate with classroom curricula and goals.

Requisites: Declared in Elementary Education: Kindergarten - 9th Grade, BSE and English as a Second Language Minor

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Apply linguistically and culturally relevant methods of teaching English as a Second Language across the content areas.

Audience: Undergraduate

2. Use a language standards framework to identify and articulate language and content objectives for given teaching and learning tasks, targeting the necessary language demands of the lesson.

Audience: Undergraduate

3. Demonstrate effective use of pre-, mid- and post instruction assessment to inform instruction.

Audience: Undergraduate

4. Apply effective support and differentiation strategies for teaching English as a Second Language across content areas.

Audience: Undergraduate

5. Articulate your own philosophy about being a linguistically and culturally relevant teacher.

Audience: Undergraduate

CURRIC 317 – DIMENSIONS OF LITERACY

3 credits.

Surveys critical literacy issues for elementary teachers. Provides understandings related to literacy and language learning, insights into cultural differences related to literacy and language, and knowledge of the social dimensions of literacy. Addresses various theories that inform literacy teaching including deficit versus strength models of literacy learning, meaning-based models, systematic instruction, and sociocultural approaches.

Requisites: Declared in Elementary Education

Repeatable for Credit: No

Last Taught: Fall 2021

CURRIC 318 – TEACHING READING AND WRITING

3 credits.

Provides information and instructional strategies to support literacy learning. Addresses a wide range of literacy abilities including reading, writing, comprehending, and decoding. Focuses on the continuing developmental processes associated with becoming competent readers and writers.

Requisites: Declared in Elementary Education BSE

Course Designation: Gen Ed - Communication Part B

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Understand that the alphabetic code stems from oral language first, and that oral language is about communication.

Audience: Undergraduate

2. Recognize that a student's oral language and forms of communication are the most valuable ways to establish an affinity toward reading and writing

Audience: Undergraduate

3. Recognize the complex nature of the reading, writing, and language arts processes as they are influenced by linguistic, sociological, cultural, cognitive, and psychological factors.

Audience: Undergraduate

4. Understand the multiple dimensions of reading, writing, and communicating in the development of a strong theoretical and empirical (research-based) foundation for making instructional decisions.

Audience: Undergraduate

5. Explain the vocabulary, components, and methods of teaching phonological awareness (including but not limited to phonemic awareness), including how phonological awareness relates to emergent reading and later reading and spelling (orthography) skills.

Audience: Undergraduate

6. Explain the vocabulary and concepts involved in teaching phonics and The Alphabetic Principle (i.e., phonemes [sounds] are represented by graphemes [letters])

Audience: Undergraduate

7. Understand and explain word-reading strategies (e.g., phonics, syllabic analysis, morphemic analysis, vocabulary), including how to know (through observation and assessment) precisely when they should be taught to and used by students.

Audience: Undergraduate

8. Explain the vocabulary and methods for teaching reading comprehension as a complex construct (e.g., literal interpretation/recall of single texts to critical readings across multiple texts).

Audience: Undergraduate

9. Explain the vocabulary and conceptual models of the reading process.

Audience: Undergraduate

10. Explain the vocabulary and conceptual models of the writing process

Audience: Undergraduate

11. Understand and define the sociocultural and multidynamic complexities of literacy engagement, including social and emotional factors.

Audience: Undergraduate

12. Demonstrate relationships among reading, writing, listening, and speaking.

Audience: Undergraduate

CURRIC 319 – PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHING ELEMENTARY MATHEMATICS 1

3 credits.

Develops mathematical knowledge for teaching blending mathematical and pedagogical understandings. Explores topics defined by the Common Core State Standards for Mathematics such as foundations of arithmetic, addition, subtraction, multiplication and division of whole numbers and integers, the base-ten system, number theory, foundations of fraction operations and geometry.

Requisites: Satisfied Quantitative Reasoning (QR) A requirement and classified in pre-Elementary Education, Pre-Elementary Education and Special Education or (declared in Elementary Education BSE or Elementary Education and Special Education BSE)

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Demonstrate proficiency in mathematical knowledge, conceptual foundations, and practices for teaching
Audience: Undergraduate

2. Demonstrate proficiency in understanding children’s mathematical thinking and practices for learning

Audience: Undergraduate

CURRIC 320 – PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHING ELEMENTARY MATHEMATICS 2

3 credits.

Further develop the pedagogical knowledge that elementary and middle school teachers need to appropriately understand and extend students’ mathematical ways of knowing as defined by the Common Core State Standards. Critically reflect on personal assumptions about mathematics and think beyond standardized mathematical practices.

Requisites: CURRIC 319

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Deepen their understanding of the reasoning, problem solving strategies, models, mathematical tools, structures, and principles, which underlie core elementary mathematics topics related to fractions, decimals, proportional reasoning, measurement
Audience: Undergraduate

2. Develop the important mathematical practices, or habits of mind, that are also an integral part of the Common Core State Standards. This includes practices that question and critique the assumptions that we make about mathematical knowledge and practices

Audience: Undergraduate

CURRIC/CHICLA 321 – CHICANO/LATINO EDUCATIONAL JUSTICE

3 credits.

Addresses the ways Chican@s/Latin@s in contemporary U.S. society have engaged in social, cultural, political, and ideological struggles for educational justice. Begins with a broad overview of educational issues and examines major social movements, legal cases, and local and national efforts that have established important precedents. Focus on different enactments of resistance, struggle, resilience, self-determination, and educational justice and focus on how these precedents and enactments pertain to teaching, learning, and curriculum practices that reflect key tenets of educational justice for Chican@/Latin@ students.

Requisites: Sophomore standing

Course Designation: Breadth - Social Science
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2022

Learning Outcomes: 1. Summarize substantive educational issues and inequities that pertain to Chicana/o/x and Latina/o/x pupils in schools.
Audience: Undergraduate

2. Analyze underlying social, cultural, historical, and political, ideological dimensions that affect Chicana/o/x and Latina/o/x schooling.

Audience: Undergraduate

3. Apply knowledge about schooling for Chicana/o/x and Latina/o/x pupils to how organizations/entities outside of school advance notions of educational justice

Audience: Undergraduate

4. Identify concrete ways to improve Chicana/o/x and Latina/o/x pupils’ learning opportunities, educational advancement, and academic achievement

Audience: Undergraduate

CURRIC 325 – EDUCATING YOUNG ENGLISH LEARNERS

3 credits.

Addresses social, cultural, and educational issues related to schooling for young English learners. Provides an overview of multiple factors that impact teaching and learning for these students.

Requisites: Declared in the Elementary Education: Early Childhood/English as a Second Language

Repeatable for Credit: No

Last Taught: Fall 2021

CURRIC 326 – LANGUAGE USE AND ACQUISITION IN EARLY CHILDHOOD

3 credits.

Become familiar with aspects of forms and features of the English language and language use in and out of schools. Analysis of language learning and use across settings provides tools to enhance practice.

Requisites: Declared in the Elementary Education: Early Childhood/English as a Second Language

Repeatable for Credit: No

Last Taught: Spring 2022

CURRIC 327 – METHODS OF TEACHING YOUNG ENGLISH LEARNERS

3 credits.

Identify, develop and implement methodological approaches and techniques for teaching English learners that coordinate instructional practice with current theories on language and learning.

Requisites: Declared in the Elementary Education: Early Childhood/English as a Second Language

Repeatable for Credit: No

Last Taught: Fall 2022

CURRIC 328 – ARTS INTEGRATION FOR TEACHING AND LEARNING

3 credits.

Prepares prospective educators to integrate the arts into their teaching practices.

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 329 – TEACHING ARTIST PRACTICUM

3 credits.

An opportunity to learn from professional teaching artists, continue to develop practical skills of teaching, and reflect on one's teaching artist practice. Participate in two different teaching artist residencies in order to learn a variety of disciplinary practices. Observe and assist the teaching artists and lead a portion of one class. Engage in collective reflection of residencies and explore relationship to theory. Address classroom challenges and establish the habits of ongoing reflection and effective pedagogical critique. Articulate a personal teaching artist statement, reflect on teaching experiences, and identify ways to make the arts accessible to diverse groups of learners.

Requisites: CURRIC 328

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Experience being a teaching artist through a practicum experience with an out-of-school arts program
Audience: Undergraduate

2. Reflect on your experiences with other emerging teaching artists and compare shared victories and challenges across art forms and arts programs
Audience: Undergraduate

3. Articulate a personal teaching artist statement
Audience: Undergraduate

4. Identify ways to make the arts accessible to diverse groups as learners
Audience: Undergraduate

CURRIC 331 – TAKING EDUCATION OUTSIDE OF SCHOOL

3 credits.

Education is often considered only to take place in formal schooling environments with professionally-trained teachers and students sitting in classrooms. However, research shows - and our intuitions suggest - that education occurs every day in a variety of ways, with a variety of people, and in a variety of spaces. For example, education - or more specifically, teaching and learning - happens in spaces such as museums and libraries but also, perhaps, at sports practice and around the family dinner table. Truly understanding what it means to teach and learn involves delving into and unpacking this variety. Further, if creating change in whether and how different people have opportunities to teach and learn in our society requires exposing and exploiting this variety.

Requisites: None

Course Designation: Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Compare and contrast best practices of teaching and learning in formal school and non-school contexts

Audience: Undergraduate

2. Expand definitions of teaching and learning and explore the affordances and constraints of those definitions
Audience: Undergraduate

3. Synthesize across past and current experiences, as well as the research literature, to identify salient features of non-school contexts including locations, duration, purpose, roles, etc
Audience: Undergraduate

4. Evaluate how teaching and learning outside of schools disrupts and perpetuates structural inequities of formal schooling
Audience: Undergraduate

5. Identify potential career paths involving teaching and learning outside schools
Audience: Undergraduate

CURRIC/MUSIC 337 – PRACTICUM IN TEACHING MUSIC

1 credit.

Observation and participation in K-12 music education settings.

Requisites: Declared in Music: Education and concurrent enrollment in MUSIC/CURRIC 301 or 302

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Workplace - Workplace Experience Course

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Develop competency to use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Improve knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC 338 – LINGUISTICS FOR TEACHERS

3 credits.

Addresses aspects of forms, features and functions of the English language, including an understanding of multiple varieties and registers of English, and how language use functions in and out of schools. Attention to the emergent bilingual students' use of dual/multiple languages, varieties, registers, and discourses, relationships between first and additional languages, and ways to support students as they develop linguistic repertoires that include particular varieties of language that can help facilitate school success.

Requisites: Declared in Elementary Education: Kindergarten - 9th Grade, BSE and English as a Second Language Minor

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Identify students' use of diverse forms, features, and functions of language for learning

Audience: Undergraduate

2. Analyze relationships between the classroom and school environment and learner's language practices

Audience: Undergraduate

3. Bring theoretical and empirical work to bear on analysis of learners' language practices

Audience: Undergraduate

4. Develop strategies for leveraging home and school language, varieties, registers, and discourses to provide learners with access to the language of schooling

Audience: Undergraduate

5. Discuss critically social and ideological constructions of classroom and school language practices

Audience: Undergraduate

CURRIC 339 – CULTURAL FOUNDATIONS OF LEARNING AND DEVELOPMENT

3 credits.

Addresses core ideas of learning theory and human development focusing on the middle childhood population. Explores how learning and development are necessarily situated in local and global contexts, offering a cultural frame for understanding the work of teachers. Explores the cultural nature of learning and development and how these understandings can be applied to classroom practice.

Requisites: Sophomore Standing and classified as pre-Elementary Education or Declared in Elementary Education BSE

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Explain the factors that influence students' development and learning using the bioecological model
Audience: Undergraduate

2. Create representations of various components of the model that reflect both your understanding of the abstract ideas as well as personal experiences and practices
Audience: Undergraduate

3. Design your own teaching philosophy and teaching practices by bringing these theoretical ideas and experiences
Audience: Undergraduate

CURRIC 340 – ELEMENTARY EDUCATION PRACTICUM I

3 credits.

Observe, supervise small groups, develop lesson plans for instruction, teach and assess a series of lessons in the related subject matter of science, social studies, literacy, and language acquisition.

Requisites: Declared in Elementary Education BSE

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Develop an understanding of children as learners and social beings; practice the rhythms and routines of classrooms and schools; and become part of a complex, interdependent learning community.
Audience: Undergraduate

2. Develop teaching identity and build professional relationships with children, staff, families and the neighborhood community.
Audience: Undergraduate

3. Learn the skills to plan, teach, assess and reflect on instruction; collaborate with the cooperating teacher and broader school community to meet the needs of pupils.
Audience: Undergraduate

4. Engage as a member of a school-based instructional team, apply material learned in methods courses to the classroom, and bring classroom experience to bear on topics discussed in courses.
Audience: Undergraduate

CURRIC 342 – TEACHING WORLD LANGUAGES (K-8)

3 credits.

Designed for future teachers of world languages to build their philosophy of education and philosophy of teaching in conjunction with building practical knowledge about teaching and learning, professional standards, and issues facing schools. Provides opportunities to apply theories and standards through the practice of planning for language and child development through the creation of lesson plans, unit plans, and assessment creation. Pass oral proficiency exam, concurrent enrollment in CURRIC 243, and declared in French, German, or Spanish BSE

Requisites: Consent of instructor

Repeatable for Credit: No

Last Taught: Fall 2020

CURRIC 343 – TEACHING WORLD LANGUAGES (6-12)

3 credits.

Theories, principles, and practical applications of instructional strategies and curriculum development for teaching a world language (Spanish, German, French, etc.) in secondary schools. Pass oral proficiency exam, concurrent enrollment in CURRIC 243, and declared in French, German, or Spanish BSE

Requisites: Consent of instructor

Repeatable for Credit: No

Last Taught: Fall 2021

CURRIC/MUSIC 344 – TEACHING VOCAL STYLES IN THE MUSIC CLASSROOM

1 credit.

Introduction to the teaching and learning of diverse vocal styles. Special emphasis on what makes each style distinct, as well as the acquisition practices associated with each style.

Requisites: None

Course Designation: Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2019

CURRIC 346 – FOUNDATIONS OF LANGUAGE AND READING INSTRUCTION IN ELEMENTARY EDUCATION

3 credits.

Provides information and instructional strategies to support literacy learning. Addresses a wide range of literacy abilities including reading, writing, comprehending, and decoding. Focuses on the continuing developmental processes associated with becoming competent readers and writers.

Requisites: Declared in Elementary Education BSE or Elementary Education and Special Education BSE

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Recognize the complex nature of early literacy learning processes, including the ways that cultural, linguistic, racial, and ethnic diversity shape these processes.

Audience: Undergraduate

2. Situate diversity as a core asset in early literacy instructional planning, teaching, and selecting texts and materials.

Audience: Undergraduate

3. Explain the centrality of language to literacy learning and identify instructional approaches and materials that support listening, speaking, viewing, and representing skills of young learners.

Audience: Undergraduate

4. Articulate the multiple dimensions of reading development, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension.

Audience: Undergraduate

5. Demonstrate knowledge of instructional approaches that support early reading instruction and understand the strengths and limitations of various informal and formal assessments.

Audience: Undergraduate

CURRIC 347 – THE TEACHING OF WRITING AND OTHER LANGUAGE ARTS

3 credits.

Focuses on written and oral language development of children from infancy through early adolescence. Explores the cognitive, social, cultural, and political implications of literacy education.

Requisites: Declared in Elementary Education BSE or Elementary Education and Special Education BSE

Course Designation: Gen Ed - Communication Part B

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Articulate with the major concepts and approaches to teaching writing.

Audience: Undergraduate

2. Practice various types of writing and develop instructional plans and assessments based on these types of writing.

Audience: Undergraduate

3. Explain oral language development in children and ways that oral language supports literacy learning.

Audience: Undergraduate

4. Explore disciplinary-specific literacy practices across the PK-9 range.

Audience: Undergraduate

5. Discuss the role of texts and children's literature in the literacy classroom.

Audience: Undergraduate

6. Incorporate principles of social justice and equity into the Language Arts curriculum to create lessons with high expectations for all students, honor students' cultures and personal literacies, and also support and encourage their achievement.

Audience: Undergraduate

7. Critically examine research, theories, and practices in literacy education and explore the social, cultural, and political implications of literacy education.

Audience: Undergraduate

CURRIC/CHICLA 354 – RACE AND LANGUAGE IN STEM AND ENVIRONMENTAL EDUCATION

3 credits.

Explores the contestation of ongoing histories of injustice, exclusion, and raciolinguistic hierarchies across science, mathematics, and environmental education. Scholarship from Chicane/Latine Studies, raciolinguistic perspectives, and post/de/anticolonial studies will be examined to critically analyze these school subjects and related hierarchies of knowing, languaging, and being. Applies transdisciplinary perspectives to consider how students, educators, and community activists have challenged those hierarchies and worked to repurpose science, mathematics, and environmental pedagogies toward aims of linguistic, racial, educational, and environmental justice.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Articulate how the past has affected present day circumstances regarding race/ethnicities and related inequities in the U.S., with a focus on histories of science, mathematics, and environmental education in relation to colonial, racializing, linguistic, and curricular hierarchies.

Audience: Undergraduate

2. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others by analyzing how students, educators, or community activists have contested hierarchies of science, mathematics, or environmental education and repurposed pedagogies toward aims of linguistic, racial, or environmental justice.

Audience: Undergraduate

3. Critically evaluate contemporary media (e.g., film) related to STEM or environmental education and draw upon raciolinguistic, Chicane/Latine, or post/de/anticolonial perspectives.

Audience: Both Grad & Undergrad

4. Synthesize course concepts by investigating and developing a critical contribution to contemporary dialogue concerning issues of racial, linguistic, educational and/or environmental justice.

Audience: Undergraduate

5. Recognize and appraise the histories of science, mathematics, and environmental education in relation to colonial, racializing, linguistic, and curricular hierarchies

Audience: Graduate

6. Analyze how students, educators, or community activists have contested hierarchies of science, mathematics, or environmental education and repurposed pedagogies toward aims of linguistic, racial, or environmental justice

Audience: Graduate

7. Demonstrate graduate-level research knowledge of raciolinguistic perspectives, Chicane/Latine Studies, or post/de/anticolonial theories in STEM or environmental education.

Audience: Graduate

CURRIC 357 – GAME DESIGN I

3 credits.

Explores the fundamentals of game design. Develop fundamental skills in designing interactive systems. Applicable to careers in educational game design or in design fields in related settings, such as museums, theme parks, and technology-mediated classrooms.

Requisites: None**Course Designation:** Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026

Learning Outcomes: 1. Explore game design skills and methods such as iterative design, playtesting, collaboration, critical analysis, and communication.

Audience: Undergraduate

2. Foster an understanding of digital and non-digital games and how gameplay becomes meaningful for players.

Audience: Undergraduate

3. Explore fundamental concepts relating to games and design, such as rules and play, emergent complexity, long and short-term goals, etc. This includes understanding games as formal systems, experienced human systems, and cultural systems.

Audience: Undergraduate

CURRIC 359 – TEACHING OF HISTORY AND THE OTHER SOCIAL STUDIES

3 credits.

Develop lesson and unit plans, appropriate assessments, and understand what it means to teach social studies for democratic citizenship. Make connections between educational theory and the use of different pedagogical strategies, and be able to critically evaluate and discuss the assigned journal articles and book chapters.

Requisites: Declared in Curriculum and Instruction: Secondary Social Studies Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025

CURRIC/SLAVIC/THEATRE 362 – DRAMA FOR TEACHING AND LEARNING

3 credits.

Methods for all involved in teaching and learning, including foreign languages. Introduction to philosophy, methodology, and practice of the use of drama and performance techniques in any educational or recreational settings. Focus on creativity and embodied and contextual learning, based on current neurological, psychological, and sociological research. A practical class which includes demonstration and practice with children.

Requisites: None**Course Designation:** Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Spring 2022**Learning Outcomes:** 1. Articulate the importance of drama in the education of all children.

Audience: Both Grad & Undergrad

2. Connect drama to multiple forms of expressing and receiving experiences, ideas, and feelings.

Audience: Both Grad & Undergrad

3. Apply the basic terms, skills, philosophies, and methodologies for leading drama sessions

Audience: Both Grad & Undergrad

4. Articulate the difference and similarities between the drama methodologies offered in the course.

Audience: Both Grad & Undergrad

5. Connect the use of drama with current brain based research

Audience: Both Grad & Undergrad

6. Demonstrate ability to design, implement, and evaluate activities and lesson plans with sound objectives and goals.

Audience: Both Grad & Undergrad

7. Connect school and community-making connections between community-based knowledge and school knowledge in theory and practice of drama.

Audience: Both Grad & Undergrad

8. Demonstrate ability to design, implement, and evaluate lesson plans that focus on inclusion and diversity in theory, practice, and pedagogy.

Audience: Graduate

9. Articulate the value of drama in relation to children's social, cultural, cognitive, linguistic, emotional, and moral development.

Audience: Graduate

CURRIC 363 – PRACTICUM IN EARLY CHILDHOOD EDUCATION IN KINDERGARTEN

1-3 credits.

Observation and participation in a classroom setting. Reserve two mornings, two afternoons, or one full day.

Requisites: CURRIC 550 or concurrent enrollment**Course Designation:** Workplace - Workplace Experience Course**Repeatable for Credit:** No**Last Taught:** Fall 2021**CURRIC 364 – INTRODUCTION TO EDUCATION**

3 credits.

Nature of teaching; fundamental issues which confront the teacher and bases for making decisions; overview of the program, field trips to educational sites.

Requisites: Declared in Elementary Education**Repeatable for Credit:** No**Last Taught:** Fall 2021**CURRIC/RP & SE 365 – TEACHING MATHEMATICS IN INCLUSIVE SETTINGS**

3 credits.

Introduction to a variety of approaches for teaching mathematics to students in inclusive schools

Requisites: None**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe and implement principles of systematically designed instruction to develop lesson plans that foster high-quality mathematics instruction for students with disabilities.

Audience: Undergraduate

2. Determine a multitude of tools to assess students' mathematical learning and utilize assessment results to adjust instructional practice.

Audience: Undergraduate

3. Identify, employ, and advocate for instructional practices that promote rich learning experiences and meaningful inclusion of students with disabilities in mathematical settings.

Audience: Undergraduate

4. Evaluate mathematics as a practice, as a philosophy, and how it impacts your own identity as a teacher and the identities of students with disabilities

Audience: Undergraduate

5. Articulate key mathematics concepts relevant to special educators' instruction in K-12 settings.

Audience: Undergraduate

CURRIC 366 – INTERNATIONALIZING EDUCATIONAL KNOWLEDGE

3 credits.

Internationalizing education means both internationalizing our thinking and the ways we perceive the world, and internationalizing the field of curriculum and instruction. An introduction to various educational systems around the world, focusing on similarities and dissimilarities in what is taught. Discussions center on curriculum across cultures, and its relation to political systems and religions to build an understanding of diversity in societies and schools. Explores local and indigenous knowledge; the role of international agencies in comparing nation's school systems; the rise of private schools and universities; immigration and the changing borders of society and cultures in the curriculum; questions of sexuality and gender diversity; diversity of families and social exclusions and inequalities in elementary and secondary schools; as well as international opportunities for study with international and local speakers from multiple perspectives.

Requisites: Sophomore standing**Course Designation:** Breadth - Social Science
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**CURRIC 367 – ELEMENTARY EDUCATION PRACTICUM II**

3 credits.

Observe, supervise small groups, develop lesson plans for instruction, and teach a series of lessons in the related subject matter of math, literacy, language acquisition and inclusive schooling.

Requisites: CURRIC 340**Course Designation:** Workplace - Workplace Experience Course**Repeatable for Credit:** No**Last Taught:** Fall 2025

Learning Outcomes: 1. Demonstrate an understanding of children as learners and social beings; practice the rhythms and routines of classrooms and schools; and become part of the complex, interdependent learning community at classroom and school levels
Audience: Undergraduate

2. Demonstrate increased skill at interacting as education professionals with families and communities by developing their teaching identity and building professional relationships with children, staff, families and the neighborhood community
Audience: Undergraduate

3. Demonstrate the skills to plan, teach, assess and reflect on instruction in collaboration with the cooperating teacher and broader school community to meet the needs of pupils
Audience: Undergraduate

4. Apply material learned in methods courses to the classroom, and to bring their classroom experience to bear on topics discussed in courses
Audience: Undergraduate

CURRIC 368 – THE TEACHING OF READING

3 credits.

Examines the psycholinguistics of reading; reading in social and cultural contexts in schools, families, communities, and workplaces; and the politics of reading. Provides strategies for teaching all children to read.

Requisites: Declared in Elementary Education**Repeatable for Credit:** No**Last Taught:** Spring 2022**CURRIC 369 – THE TEACHING OF LANGUAGE ARTS**

3 credits.

Focuses on written and oral language development of children from infancy through early adolescence. Explores the cognitive, social, cultural, and political implications of literacy education.

Requisites: Declared in Elementary Education**Course Designation:** Gen Ed - Communication Part B**Repeatable for Credit:** No**Last Taught:** Fall 2022**CURRIC 370 – TEACHING MATHEMATICS**

3 credits.

Investigate the mathematics in the elementary school curriculum, how critical mathematics concepts and skills are learned, and how those concepts can be taught.

Requisites: Declared in Elementary Education BSE and (CURRIC 320 or MATH 132)**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Support all students to engage in authentic mathematical work

Audience: Undergraduate

2. Cultivate every child's identity as a capable learner
Audience: Undergraduate

3. Create a classroom community in which people related to one another as intellectual equals, who all have valuable knowledge and ideas
Audience: Undergraduate

CURRIC 371 – TEACHING SOCIAL STUDIES

3 credits.

Examines recent trends in the field of social studies. Develop social studies curricula and instructional strategies that help prepare children for active citizenship in a democratic, multicultural, technological society.

Requisites: Declared in Elementary Education BSE or Elementary Education and Special Education BSE

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Identify the five core areas of social studies
Audience: Undergraduate

2. Explain contemporary issues facing elementary social studies today
Audience: Undergraduate

3. Identify conceptual frameworks for how best to teach social studies
Audience: Undergraduate

4. Identify, evaluate, and create elementary social studies resources
Audience: Undergraduate

5. Plan a high-quality social studies inquiry unit
Audience: Undergraduate

6. Commit to integrating social studies instruction into your future practice
Audience: Undergraduate

CURRIC 372 – TEACHING SCIENCE

3 credits.

Explore how children learn science, how to create classrooms where children learn to inquire, and how to assess children’s learning. Conduct inquiries as the basis for considering these issues.

Requisites: Declared in Elementary Education BSE or Elementary Education and Special Education BSE

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Explore your own identities (as people, as teachers, as scientists) and analyze the impact of those identities on how we see, understand, and interact with students
Audience: Undergraduate

2. Question the idea that science is “objective” by investigating science teaching to identify oppression of non-white, non-male students
Audience: Undergraduate

3. Develop instructional strategies and intuitions to elicit and build on student ideas in a way that redistributes who is seen as a “knower” of science
Audience: Undergraduate

4. Design lessons and redesign curricular units based on research on best-practices in science teaching that will support the equitable learning
Audience: Undergraduate

5. Reflect on science teaching practice in a way that supports both student learning and continued professional development
Audience: Undergraduate

CURRIC 373 – ELEMENTARY TEACHING PRACTICUM III

3 credits.

Observe, supervise small groups, develop lesson plans for instruction, and teach a series of lessons relating theories of learning with the subject matter of mathematics and art.

Requisites: Declared in Elementary Education

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 374 – GENERAL EDUC PRACTICUM & INSTRUCTIONAL PLANNING FOR DIVERSE LEARNERS

2-5 credits.

Develop lesson plans, design an integrated curriculum unit, and employ active and collaborative learning strategies in general education classrooms.

Requisites: Declared in Special Education BSE

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2023

CURRIC 375 – PROSEMINAR

1-3 credits.

Explore new frontiers in curriculum and instruction.

Requisites: None**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC 390 – TEACHING OF SCIENCE IN SECONDARY SCHOOLS**

3 credits.

Explore teaching methods for secondary science education based on extensive research.

Requisites: CURRIC 290 or graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC 393 – THE TEACHING OF SECONDARY SCHOOL MATHEMATICS I**

3 credits.

Provides an introduction to issues associated with mathematics curriculum and instruction in secondary schools. Instructional strategies, classroom management, and assessment of learning are examined in the context of current and reformed curricula.

Requisites: Declared in Curriculum and Instruction: Secondary Mathematics Education MS**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC 394 – THE TEACHING OF SECONDARY SCHOOL MATHEMATICS II**

3 credits.

Provides a more in-depth examination of the issues associated with mathematics curriculum and instruction in secondary schools. A special emphasis is on curriculum choices and assessment practices.

Requisites: CURRIC 393 or graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 396 – TEACHING OF ENGLISH**

3 credits.

Examine pedagogical and curricular issues related to the teaching of English Language Arts in secondary grades. Analyze and construct texts that address multiple aspects related to the teaching of English as reading the word and the world, while attending to notions of equity, cultural funds of knowledge, and strengths-based pedagogies. Use theory and practice to explore effective pedagogical strategies in the teaching of reading, writing, speaking, listening, and thinking using critical lenses

Requisites: Declared in Curriculum and Instruction: Secondary English Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC 399 – INDEPENDENT STUDY**

1-3 credits.

Requisites: Consent of instructor**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC/C&E SOC/ENVIR ST 405 – EDUCATION FOR SUSTAINABLE COMMUNITIES**

3 credits.

How can education - for children and adults, in school and out - help to address crucial environmental and social sustainability challenges? What ideas and strategies have guided environmental and sustainability education over the years? What can individual people do to address environmental challenges, and what can only be accomplished by people working together? What does sustainability have to do with justice - and vice versa? Examine the principles behind behavior change and empowerment, community action and whole-scale social reform. Drawing on research and theory from across the social sciences, we will explore the uncertain relationship between education and advocacy, seeking the means by which education can have the greatest impact without compromising the core ideals of a democratic society.

Requisites: Sophomore standing**Course Designation:** Breadth - Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Explain and apply the complicated and controversial idea of sustainability

Audience: Undergraduate

2. Articulate a clear definition of education that goes beyond schools and classrooms

Audience: Undergraduate

3. Analyze factors that influence individuals' decisions about sustainability-related action

Audience: Undergraduate

4. Describe how social structure and social context shapes sustainability-related action, and describe how some factors relevant to sustainability can only be seen and changed at the community level

Audience: Undergraduate

5. Identify educational strategies that can be used to make change at the individual and community level, and understand the advantages and limitations of different educational perspectives

Audience: Undergraduate

6. Explain how and why some environmental projects come at the expense of poor, minoritized and otherwise vulnerable groups of people

Audience: Undergraduate

CURRIC/RP & SE 406 – RACE, INTERSECTIONALITY, AND EQUITY IN EDUCATION

3 credits.

Addresses a range of issues to help teachers more thoughtfully and equitably serve their students of color and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Provides an overview of foundational constructs that are essential for pre-service teachers preparing to teach and serve diverse students and families. Explore how race, racism, and racialization in education intersect with class, gender, dis/ability, religion, sexuality, etc. to shape inequitable schooling conditions and experiences for students of color. Analyze the effects at the individual, interactional, institutional, and societal levels. Consider how power always-already enables particular policies and practices that reproduce educational inequities and hence sustain white privilege and dominance.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others.

Audience: Undergraduate

2. Recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity.

Audience: Undergraduate

3. Articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S.

Audience: Undergraduate

4. Apply course concepts to their lives outside the classroom by respectfully participating in our multicultural society.

Audience: Undergraduate

CURRIC/MUSIC 409 – STUDENT TEACHING IN GENERAL AND VOCAL MUSIC

6-12 credits.

Supervised student teaching in general and vocal K-12 settings.

Requisites: Consent of instructor**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Workplace - Workplace Experience Course

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Develop competency to use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Improve knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC/MUSIC 410 – STUDENT TEACHING IN GENERAL AND INSTRUMENTAL MUSIC

6-12 credits.

Supervised student teaching in general and instrumental K-12 settings.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Discuss critical perspectives on contemporary and historical issues in music learning and teaching.

Audience: Undergraduate

2. Identify values and meanings of music education and how they shape music learning and teaching.

Audience: Undergraduate

3. Critically interrogate issues, power, identity, and difference (including, but not limited to race, ethnicity, gender, LGBTQ+ identities, class, and disability) in music education inside and outside of schools.

Audience: Undergraduate

4. Design and teach lesson plans/units/projects for a variety of learners in a variety of contexts.

Audience: Undergraduate

5. Develop context- and learner-specific pedagogies that foster mindful, inclusive, respectful, empathetic, relevant, responsive, and sustaining learning.

Audience: Undergraduate

6. Curate and critique appropriate texts, repertoire, and other materials to support learners in and out of schools.

Audience: Undergraduate

7. Develop competency to use and critically examine instruments, technologies, and tools to support learning in and out of schools.

Audience: Undergraduate

8. Improve knowledge and skills as a reflective practitioner.

Audience: Undergraduate

CURRIC 418 – PREPARING TO TEACH ABROAD

3 credits.

Critically approaches a range of complexities entailed in teaching abroad. Power-knowledge relations in pedagogical acts of planning, implementation and reflection will be identified and analyzed. Several basic formats for lesson preparation will be introduced. A variety of teaching techniques for implementing lesson plans will be practiced with peers. Approaches for critically reflecting in verbal and written ways upon teaching/learning and power-knowledge relations integral to curriculum and instruction, student inclusion/exclusion, and cultural responsiveness will be surveyed.

Requisites: Sophomore standing

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Design culturally responsive lesson plans for small group instruction

Audience: Undergraduate

2. Implement lesson plans using different teaching techniques

Audience: Undergraduate

3. Learn to critically reflect upon teaching sessions within a teaching abroad framework

Audience: Undergraduate

4. Recommend modifications and improvements based on power-knowledge analysis

Audience: Undergraduate

5. Map complexities in national-local contexts of interest for teaching abroad.

Audience: Undergraduate

CURRIC 419 – PREPARING TO TEACH ABROAD CAPSTONE

3 credits.

Formulate and reflect on the obligations and responsibilities of teaching in contexts different from the US. Capstone provides field experiences with virtual, community, and campus organizations relevant to planning curriculum, teaching, and cross-cultural comparison of educational contexts. Addresses colonization and power, assumptions of difference, and cross-cultural awareness in teaching and learning.

Requisites: CURRIC 418 and 366**Repeatable for Credit:** No**Last Taught:** Spring 2026

Learning Outcomes: 1. Reflect on pedagogical and cultural differences relevant to teaching and learning in non-US settings, particularly issues of coloniality, power, and assumptions of difference.

Audience: Undergraduate

2. Participate in field experiences that permit opportunities for cross-cultural learning and reflecting on issues of teaching, curriculum, and learning in non-US settings.

Audience: Undergraduate

3. Consider inclusive practices that account social and cultural qualities of teaching in non-US settings.

Audience: Undergraduate

4. Connect intellectual issues of teaching and learning with field experiences to inform future pedagogical practice in non-US settings.

Audience: Undergraduate

CURRIC/MUSIC 420 – TEACHING POPULAR INSTRUMENTAL MUSIC 1

1 credit.

Development of critical perspectives, musical knowledge, and pedagogical skills needed to teach instrumental popular music. Focus on popular string instruments, their electronic counterparts, and emerging technologies for the performance and production of popular music.

Requisites: Declared in Music: Education BM and sophomore standing**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025

Learning Outcomes: 1. Develop basic skills necessary for teaching and learning various popular music styles on the guitar, bass, and drum set.

Audience: Undergraduate

2. Develop a series of instructional strategies for teaching, focusing on lesson plans and curricular units that incorporate instruments commonly used in popular music.

Audience: Undergraduate

3. Develop critical perspectives on popular music by exploring the intersection of popular music with issues of identity, technology, and globalization.

Audience: Undergraduate

CURRIC/MUSIC 421 – TEACHING POPULAR INSTRUMENTAL MUSIC 2

1 credit.

Development of critical perspectives, musical knowledge, and pedagogical skills needed to teach instrumental popular music. Focus on popular percussion instruments, their electronic counterparts, and emerging technologies for the performance and production of popular music.

Requisites: Declared in Music: Education BM and sophomore standing**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026

Learning Outcomes: 1. Develop skills associated with digital audio workstations (DAWs), including inputting MIDI, manipulating audio files, and recording.

Audience: Undergraduate

2. Examine and implement pedagogies of popular music associated with DAWs.

Audience: Undergraduate

3. Critically interrogate issues of power and identity (including race, gender, class, and ability) in music education and schooling through popular music.

Audience: Undergraduate

CURRIC 432 – GAME DESIGN II

3 credits.

Explore the expressive, social, and cultural impact of games as a medium through focused creation of a single capstone project. Develop an analog or digital game depending on interest and skill set. Designed to build skills in designing interactive games using an iterative approach that incorporates user testing and feedback. Focuses on design practices common to all games which can be applied by a game designer working in any medium, including sports, board games, computer games, and videogames. Opportunities to explore a wide variety of independent games as well as the platforms used to create them.

Requisites: CURRIC 357 or graduate/professional standing**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Spring 2026

CURRIC 435 – FOUNDATIONS OF WORLD LANGUAGE EDUCATION

2 credits.

Examines theoretical, pedagogical, and sociopolitical foundations for the teaching and learning of languages in U.S. schools.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Articulate the sociopolitical evolution of language teaching in U.S. schools in historical and contemporary contexts.

Audience: Graduate

2. Articulate the needs, goals, and benefits of language learning to a variety of stakeholders: students, colleagues, administrators, lawmakers, parents, and community members.

Audience: Graduate

3. Identify and evaluate current trends and innovations in the teaching of languages.

Audience: Graduate

4. Identify and critique their own biases with regard to the teaching and learning of languages.

Audience: Graduate

CURRIC 442 – STUDENT TEACHING IN WORLD LANGUAGES (PK-8)

2-12 credits.

Practice teaching in world languages education classes at the PK-8 school level in elementary and middle schools.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

Learning Outcomes: 1. Use a variety of curricular resources (World-Readiness Standards, Can-Do Statements, Social Justice Standards, Intercultural Reflection Tool) to plan and implement justice-oriented language instruction.

Audience: Graduate

2. Establish and maintain an equitable and inclusive classroom environment.

Audience: Graduate

3. Develop meaningful, contextualized, student-centered learning experiences to promote interpersonal, interpretive, and presentational communication.

Audience: Graduate

4. Develop meaningful formative and summative assessments and use data from those assessments to inform instruction.

Audience: Graduate

5. Reflect on instructional and professional practice and discover a sense of personal identity within the teaching profession.

Audience: Graduate

CURRIC 443 – STUDENT TEACHING IN WORLD LANGUAGES (6-12)

2-12 credits.

Practice teaching in world languages education classes at the 6-12 school level in middle and high schools.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Use a variety of curricular resources (World-Readiness Standards, Can-Do Statements, Social Justice Standards, Intercultural Reflection Tool) to plan and implement justice-oriented language instruction.

Audience: Graduate

2. Establish and maintain an equitable and inclusive classroom environment.

Audience: Graduate

3. Develop meaningful, contextualized, student-centered learning experiences to promote interpersonal, interpretive, and presentational communication.

Audience: Graduate

4. Develop meaningful formative and summative assessments and use data from those assessments to inform instruction.

Audience: Graduate

5. Reflect on instructional and professional practice and discover a sense of personal identity within the teaching profession.

Audience: Graduate

CURRIC 454 – STUDENT TEACHING IN THE MIDDLE SCHOOL

1-10 credits.

Supervised student teaching experience in elementary education located in a 5th-9th grade classroom.

Requisites: CURRIC 367 and concurrent enrollment in CURRIC 463

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Deepen individual and collaborative awareness of self as it intersects with communities and schools

Audience: Undergraduate

2. Expand developmental awareness and understanding of institutional and systemic inequities

Audience: Undergraduate

3. Engage in activities that allow for demonstrated proficiency of the UW Teacher Education Performance Standards and Elementary Education Social Justice Mission Statement

Audience: Undergraduate

CURRIC 458 – STUDENT TEACHING IN HISTORY AND SOCIAL STUDIES IN THE MIDDLE SCHOOL

2-12 credits.

Supervised student teaching in the middle school. Employ and evaluate a variety of approaches to social studies curriculum and instruction.

Requisites: Declared in Curriculum and Instruction: Secondary Education MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 459 – STUDENT TEACHING IN HISTORY AND SOCIAL STUDIES IN THE HIGH SCHOOL

2-12 credits.

Supervised student teaching in the high school. Employ and evaluate a variety of approaches to social studies curriculum and instruction.

Requisites: Declared in Curriculum and Instruction: Secondary Social Studies Education MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

CURRIC 463 – SEMINAR IN ELEMENTARY EDUCATION

1-2 credits.

Weekly workshop to provide an opportunity to develop skills as critically reflective practitioners and make specific plans for the full-time teaching experience.

Requisites: CURRIC 367 and concurrent enrollment in CURRIC 454, 464 or 468

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Deepen individual and collaborative awareness of self as it intersects with communities and schools

Audience: Undergraduate

2. Expand developmental awareness and understanding of institutional and systemic inequities

Audience: Undergraduate

3. Engage in activities that allow for demonstrated proficiency of the UW Teacher Education Performance Standards and Elementary Education Social Justice Mission Statement

Audience: Undergraduate

CURRIC 464 – STUDENT TEACHING IN THE ELEMENTARY SCHOOL

1-10 credits.

Supervised student teaching semester of the elementary education program in a 4K-6th grade classroom.

Requisites: CURRIC 367 and concurrent enrollment in CURRIC 463

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Deepen individual and collaborative awareness of self as it intersects with communities and schools

Audience: Undergraduate

2. Expand developmental awareness and understanding of institutional and systemic inequalities

Audience: Undergraduate

3. Engage in activities that allow for demonstrated proficiency of the UW Teacher Education Performance Standards and Elementary Education Social Justice Mission Statement

Audience: Undergraduate

CURRIC 468 – EARLY CHILDHOOD/ENGLISH AS A SECOND LANGUAGE STUDENT TEACHING

5-10 credits.

Student teaching specific to Early childhood/English as a Second Language certification

Requisites: CURRIC 367 and concurrent enrollment in CURRIC 463

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Deepen individual and collaborative awareness of self as it intersects with communities and schools

Audience: Undergraduate

2. Expand developmental awareness and understanding of institutional and systemic inequities

Audience: Undergraduate

3. Engage in activities that allow for demonstrated proficiency of the UW Teacher Education Performance Standards and Elementary Education Social Justice Mission Statement

Audience: Undergraduate

CURRIC/MATH 471 – MATHEMATICS FOR SECONDARY SCHOOL TEACHERS

3 credits.

Capstone for future middle and high school teachers, drawing connections between higher mathematics and school mathematics.

Requisites: (MATH 341, 375, or 421) and (MATH 461 or concurrent enrollment)

Course Designation: Breadth - Natural Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Examine the conceptual difficulties, fundamental ideas, and techniques of secondary school mathematics.

Audience: Undergraduate

2. Describe connections between advanced mathematics and the content typically found in middle and high school mathematics curriculum.

Audience: Undergraduate

3. Recall and state alternate definitions, extensions, and constructions of content typically found in middle and high school mathematics curriculum.

Audience: Undergraduate

4. Demonstrate symbolic and computational proficiency.

Audience: Undergraduate

5. Justify mathematical reasoning as a means to deepen understanding.

Audience: Undergraduate

6. Analyze multiple solution strategies from a mathematical perspective (e.g. understanding different approaches to solving a problem, assessing whether a strategy generalizes, making connections between strategies, examining student strategies when appropriate etc.).

Audience: Undergraduate

7. Explain mathematics to others and assess the mathematical understanding of others.

Audience: Undergraduate

CURRIC 472 – STUDENT TEACHING OF ENGLISH IN THE MIDDLE SCHOOL

2-12 credits.

Supervised student teaching in the middle school. Employ and evaluate a variety of approaches to English curriculum and instruction.

Requisites: Declared in Elementary Education or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 490 – STUDENT TEACHING IN SCIENCE IN THE HIGH SCHOOL

2-12 credits.

Requisites: Declared in Curriculum and Instruction: Secondary Science Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC/ART ED 493 – PRACTICUM IN SECONDARY SCHOOL ART**
3 credits.

Observation and instruction of elementary and secondary pupils in a laboratory setting. Lecture and discussion of topics related to art instruction.

Requisites: Declared in Art Education BSE**Course Designation:** Workplace - Workplace Experience Course**Repeatable for Credit:** No**Last Taught:** Fall 2022**CURRIC 494 – STUDENT TEACHING IN HIGH SCHOOL MATHEMATICS**

2-12 credits.

Requisites: Declared in Curriculum and Instruction: Secondary Mathematics Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 495 – STUDENT TEACHING IN SCIENCE IN THE MIDDLE SCHOOL**

2-12 credits.

Supervised student teaching at the middle school. Employ and evaluate a variety of approaches to science curriculum and instruction.

Requisites: Declared in Curriculum and Instruction: Secondary Science Education MS and CURRIC 390**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC 496 – STUDENT TEACHING OF ENGLISH IN THE HIGH SCHOOL**

2-12 credits.

Requisites: Declared in Curriculum and Instruction: Secondary English Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC 497 – STUDENT TEACHING IN MIDDLE SCHOOL MATHEMATICS**

4-12 credits.

Supervised student teaching at the middle school. Employ and evaluate a variety of approaches to mathematics curriculum and instruction.

Requisites: Declared in Curriculum and Instruction: Secondary Mathematics Education MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 500 – LITERACY AND LANGUAGE DEVELOPMENT**
3 credits.

Survey and critical analysis of language and literacy development in and out of school, with a focus on the elementary school years.

Requisites: Declared in Elementary Education or graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2021**CURRIC/COMP SCI 502 – THEORY AND PRACTICE IN COMPUTER SCIENCE EDUCATION**

1 credit.

Computer science educational pedagogy and general teaching practices. Practical experience gained through tutoring students. Knowledge of object-oriented programming required.

Requisites: COMP SCI 300 or 302 or declared in Computer Science graduate program**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe and demonstrate best practices in the teaching of computer science.

Audience: Undergraduate

2. Create learning materials that exemplify selected computer science pedagogical topics.

Audience: Undergraduate

3. Identify effective tutoring session strategies.

Audience: Undergraduate

CURRIC 503 – LITERACY ACROSS THE CURRICULUM

3 credits.

Survey and critical analysis of theories and practices for literacy development across the curriculum. Reading, writing, oral language, and technology as situated in the content areas. Focus on middle and high schools.

Requisites: Declared in Elementary Education or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2022

CURRIC 504 – LITERACY ASSESSMENT AND INTERVENTION

3 credits.

Theories and practices in regard to assessing and intervening in literacy development for a variety of different sorts of learners, including those facing various reading or writing difficulties.

Requisites: CURRIC 318 or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2019

CURRIC/RP & SE 506 – STRATEGIES FOR INCLUSIVE SCHOOLING

3 credits.

Comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms.

Requisites: Sophomore standing

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Apply disability law to understand students with disabilities in the classroom.

Audience: Both Grad & Undergrad

2. Utilize disability law to create inclusive classroom for students with disabilities

Audience: Both Grad & Undergrad

3. Apply understanding of varied types of disabilities to students

Audience: Both Grad & Undergrad

4. Utilize a general understanding of differentiation and universal design for learning practices

Audience: Graduate

CURRIC 507 – INCLUSIVE EDUCATION IN SECONDARY SCHOOLS

2 credits.

Comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of universal design for learning, methods of differentiation, collaboration among educators, and responsive instructional strategies for learners with disabilities in general education classrooms.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. explore and engage with strategies and techniques for including students with diverse learning needs in general education schools using concepts of collaborative teamwork, active learning models, Universal Design, and differentiation.

Audience: Graduate

2. collectively build a historical overview of special education services to understand the legal, philosophical, and programmatic changes leading toward and beyond inclusive models of education.

Audience: Graduate

3. apply and analyze a process designed for general educators and specialists to co-plan an upcoming curriculum that is responsive to learners with diverse abilities.

Audience: Graduate

CURRIC 510 – COMMUNITY-BASED PRACTICUM

1-4 credits.

Provides an opportunity to connect teaching and learning theory and research knowledge to community based settings. Explore how community education is organized and educational services are delivered. Interact with children and develop an identity as an educator. Develop the necessary knowledge and skills required to work with students and educational professionals in a supervised community-based educational setting.

Requisites: Declared in Curriculum and Instruction MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Summer 2025

CURRIC 511 – SCHOOL-BASED PRACTICUM

1-4 credits.

Provides an opportunity to connect teaching and learning theory and research knowledge to the practical setting of schools. Explore how schools are organized and educational services are delivered. Interact with students and develop an identity as an educator. Develop the necessary knowledge and skills required to work with students and educational professionals in a supervised school-based setting.

Requisites: Declared in Curriculum and Instruction MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

CURRIC/ED POL/HISTORY/JEWISH 515 – HOLOCAUST: HISTORY, MEMORY AND EDUCATION

3 credits.

Explores the ways in which Holocaust history, memory and education are mutually entangled, politically charged and morally complex. Using primarily American sites of memory, critically analyze a variety of representations of the Shoah--in literature, films, memoirs, monuments, museums and classrooms.

Requisites: Junior standing**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Examine and question cultural assumptions and knowledge claims about race, ethnicity, and religion

Audience: Both Grad & Undergrad

2. Improve written and oral communication skills by engaging in critical conversations, making presentations, practicing group projects and writing papers

Audience: Both Grad & Undergrad

3. Demonstrate self-awareness and empathy to other worldviews and cultural differences and apply course concepts outside of the classroom by engaging in respectful conversations about race, ethnicity, and religion in our multi-cultural society

Audience: Both Grad & Undergrad

4. Construct and develop a meaningful project around a topic that interests you

Audience: Both Grad & Undergrad

5. Articulate answers to and pose complex questions regarding ethical issues, connecting historical events to present circumstances regarding racial inequalities

Audience: Undergraduate

6. Develop your academic writing by thinking carefully through your ideas and editing your work and your peers'

Audience: Undergraduate

7. Pose and answer complex historical and ethical questions regarding the Holocaust, genocide, their representations and political uses, connecting historical events to present circumstances regarding racial inequalities

Audience: Graduate

8. Develop interpersonal academic skills by editing peers' work

Audience: Graduate

CURRIC/ED POL/RELIG ST 516 – RELIGION AND PUBLIC EDUCATION

3 credits.

Examines theories and practices related to the role of religion in public schooling and its accompanying tensions: political and philosophical, practical and personal.

Requisites: Junior standing**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Spring 2021**CURRIC 534 – TOOLS FOR GAME DESIGN**

1 credit.

An introduction to tools used to design and develop video games.

Requisites: None**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**Learning Outcomes:** 1. Build and publish games

Audience: Both Grad & Undergrad

2. Use version control in the building of games

Audience: Both Grad & Undergrad

3. Work both individually and in a team on a game project

Audience: Both Grad & Undergrad

4. Collect player/game data from a game project

Audience: Graduate

5. Calculate play metrics from player/game data

Audience: Graduate

CURRIC 535 – FOUNDATIONS OF LITERACY

2 credits.

Examines key arguments in literacy studies to help future teachers make intentional and informed decisions about teaching literacy.

Requisites: Declared in Curriculum and Instruction MS: Secondary Education Teaching Certification

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Examine key arguments in the history of literacy studies from the perspective of scholars in diverse fields.

Audience: Graduate

2. Analyze their own literacy context critically.

Audience: Graduate

3. Describe the implications of literacy ideologies present at a youth community site.

Audience: Graduate

CURRIC 537 – TEACHING DIVERSE LEARNERS

3 credits.

Designed to foster cultural awareness at the individual and institutional levels, and to promote equitable and anti-racist behaviors as well as social justice in educational practices.

Requisites: Declared in Educational Psychology MS: Professional Educator (MSPE) MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2021

CURRIC 545 – TEACHING WORLD LANGUAGES I

3 credits.

Fundamental elements of curriculum development, instruction, and assessment for teaching world languages in PK-12 contexts.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Use a variety of curricular resources (World-Readiness Standards, Can-Do Statements, Social Justice Standards, Intercultural Reflection Tool) to plan and implement justice-oriented language instruction.

Audience: Graduate

2. Develop meaningful, contextualized, student-centered learning experiences to promote interpersonal, interpretive, and presentational communication.

Audience: Graduate

3. Adapt language instruction for a variety of program models: Foreign Language in the Elementary Schools (FLES), Foreign Language Exploratory (FLEX), middle/high school.

Audience: Graduate

CURRIC 546 – TEACHING WORLD LANGUAGES II

2 credits.

Provides in-depth examination of the issues associated with elements of teaching world languages in PK-12 contexts. Focuses on classroom community and procedures as well as advanced elements of instructional design and assessment.

Requisites: CURRIC 545

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Establish and maintain an equitable and inclusive classroom environment.

Audience: Graduate

2. Develop meaningful formative and summative assessments and use data from those assessments to inform instruction.

Audience: Graduate

3. Modify and differentiate instruction for linguistically and racially diverse students (e.g., heritage language learners, minoritized students).

Audience: Graduate

4. Articulate specific ways to diversify language educators and learners in order to pursue and enact a more equitable profession.

Audience: Graduate

CURRIC 550 – METHODS, MATERIALS AND ACTIVITIES IN EARLY CHILDHOOD EDUCATION

3 credits.

Developing strategies for teaching young children. Relationships between development and culture, play, the variety of teachers' roles in learning, the functions of observation and assessment, developmentally appropriate practices, engaging children in their own learning, and constructing a curriculum unit.

Requisites: Declared in Elementary Education BSE, Elementary Education and Special Education BSE, Special Education BSE or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Become familiar with a variety of early childhood methods and materials and their use with children in a variety of learning contexts.

Audience: Both Grad & Undergrad

2. Plan instruction for children ages 3-8 years using strategies that responds to the ways young children learn, addresses an array of subject matter knowledge, and that promotes culturally responsive experience.

Audience: Both Grad & Undergrad

3. Learn teaching strategies for planning an equitable student-centered curriculum.

Audience: Both Grad & Undergrad

4. Identify the equity and developmental theories underlying these methods and materials

Audience: Graduate

CURRIC 559 – ADVANCED PRACTICES IN THE TEACHING OF SOCIAL STUDIES

3 credits.

Explore research and practice on topics such as social studies instruction for diverse pupils, critical thinking, and authentic assessment.

Requisites: CURRIC 359 or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 564 – ADVANCED PROBLEMS ON THE TEACHING OF WORLD LANGUAGES

3 credits.

Recent developments in technologies and methods of teaching world languages; exploration and analysis of teaching practices; critical review of relevant literature and adaptation of materials; recent innovations in elementary and secondary world language teaching.

Requisites: Consent of instructor

Repeatable for Credit: No

Last Taught: Spring 2022

CURRIC 576 – TOPICS IN GAME DESIGN

3 credits.

An exploration of theories, issues, and histories within a specialized area of game design such as developing games for a particular genre, for social impact, or using novel technologies.

Requisites: None

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

Learning Outcomes: 1. Communicate with large teams about complex and specialized tasks using common project management techniques.

Audience: Undergraduate

2. Identify the affordances and constraints of different game design contexts including specific genres, new technologies, and specialized subfields.

Audience: Both Grad & Undergrad

3. Design, describe, and/or implement a ludic exemplar based on a narrow set of design principles.

Audience: Both Grad & Undergrad

4. Articulate possible directions for future experiments within game design.

Audience: Both Grad & Undergrad

5. Put new trends and developments in games into conversation with critical theories of technology, power, and education.

Audience: Graduate

CURRIC 590 – ADVANCED PRACTICES IN THE TEACHING OF SCIENCE

3 credits.

An extended and in-depth analysis of the key themes in science education introduced in the introductory methods course as well as an exploration of additional topics important to beginning science educators.

Requisites: CURRIC 390 or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 596 – ADVANCED PRACTICES IN TEACHING ENGLISH IN SECONDARY SCHOOLS

3 credits.

Explores central issues of theory and practice in the teaching of English in middle and secondary skills using an inquiry framework in which beginning and experienced teachers act as researchers.

Requisites: CURRIC 396 or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 604 – SEMINAR ON LITERACY

3 credits.

Examines current research on reading, writing and varieties of oral language from perspective of sociocognitive and sociocultural literacy studies. Explore various theories of school, community, and workplace literacy, different approaches to literacy pedagogy and curricula, assessment practices, and interventions for learners with various needs.

Requisites: CURRIC 318 or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2022

CURRIC 606 – CRITICAL PERSPECTIVES ON DIGITAL MEDIA IN EDUCATION

2-3 credits.

Critical review of literature on digital media and learning; utilization of digital media inside and outside classrooms.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2021

CURRIC/L I S 620 – FIELD PROJECT IN LIBRARY AND INFORMATION AGENCIES

3 credits.

Analysis of field experience through seminars, individual conferences, required reading and consultations with cooperating librarians and information specialists. Enrollment limited.

Requisites: L I S 601 and 602 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 625 – BILINGUAL-BICULTURAL EDUCATION PRACTICUM

1 credit.

Field experiences that promote bilingualism-biculturalism and content area learning in K-12 schools; review of pedagogies and methodologies that support bi/multilingual pupils; application of effective pedagogies, methodologies, and instructional practices; taught in Spanish.

Requisites: CURRIC 671 or 676 or concurrent enrollment in CURRIC 671 or 676

Repeatable for Credit: Yes, for 4 number of completions

Learning Outcomes: 1. Identify bilingual pedagogical practices and instructional methods to both draw on and expand bilingual learners' linguistic repertoires

Audience: Undergraduate

2. Apply standards for Spanish language development and English language development as well as content area standards to teaching, learning, and instructional design

Audience: Undergraduate

3. Compose (1) language objectives and (2) content objectives as part of their instructional and assessment implementation practices

Audience: Undergraduate

CURRIC 626 – ACTION RESEARCH IN SCHOOLS

3 credits.

Provides instruction and support for individual research on personal practices in schools.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2020

CURRIC 630 – PROFESSIONAL DEVELOPMENT FOR SCHOOLS AND COMMUNITY EDUCATORS

1-6 credits.

Specific construction and theoretical implications for professional in-service and field student teaching assignments. Learning materials and school systems program needs for children.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

CURRIC 632 – LITERATURE AND LITERACY

3 credits.

Role of literature in literacy development from pre-school to high school. Theories and practices in regard to interpretation, reader response, criticism, genres, multiculturalism, and literature for early literacy and in content learning.

Requisites: Declared in Elementary Education or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

CURRIC 635 – EPISTEMOLOGY OF MATHEMATICS FOR TEACHERS

2 credits.

Focuses on the nature of knowing mathematics.

Requisites: Declared in Curriculum and Instruction: Secondary Mathematics Education MS

Repeatable for Credit: No

Last Taught: Summer 2025

CURRIC 645 – FOUNDATIONS OF EDUCATIONAL ASSESSMENT

3 credits.

Gain the ability to think critically and creatively about the role of assessment in our education system, aiming to pave a pathway toward better assessments. Seeks to challenge standard methods in assessment design and development, as well as psychometric notions of what constitutes good assessment. Through the application of critical pedagogies and theories, create assessments that align with the modern understanding of how people learn, placing justice at the core of the commitment and design principles.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Articulate, based on a solid understanding of the existing literature, what educational assessment is and how it has been changing over time.

Audience: Graduate

2. Articulate the qualities pertinent to educational assessment and how they manifest across diverse contexts where educational assessments are utilized to inform both formal and informal decisions.

Audience: Graduate

3. Identify educational systemic structures within society and educational system that have influenced the development of educational assessment over time.

Audience: Graduate

4. Articulate the prevailing trends and emerging themes that have the potential to reshape educational assessment, along with their implications.

Audience: Graduate

5. Utilize assessment design frameworks with critical lenses to propose equitable assessment methods and tools.

Audience: Graduate

6. Employ critical thinking to assess the qualities of assessments, such as validity and fairness.

Audience: Graduate

CURRIC 660 – FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

2-3 credits.

Trends, basic principles, issues, evaluation, and curriculum planning for the group education of preschool children.

Requisites: Junior standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Deepen understanding of young children's lived experiences in social and cultural contexts

Audience: Both Grad & Undergrad

2. Consider your own early learning experiences and those of your classmates

Audience: Both Grad & Undergrad

3. Recognize the power and importance of families and communities in early learning

Audience: Both Grad & Undergrad

4. Examine varied approaches to the schooling of young children

Audience: Both Grad & Undergrad

5. Acknowledge issues of injustice and inequity in early childhood classrooms

Audience: Both Grad & Undergrad

6. Reimagine early childhood classrooms in ways that sustain young children's languages, abilities, and racial identities

Audience: Both Grad & Undergrad

7. Examine the roles of early childhood theory and research on practice

Audience: Graduate

CURRIC 663 – LEARNING ENVIRONMENTS FOR INITIAL EDUCATION PROGRAMS

3 credits.

Historical foundations, basic theories, and contemporary patterns of instruction underlying educational programs for young children (3-9). Integrating and contrasting features of comprehensive curricula for the very young: play, communication, self concepts, health, arts, motor, literacy numeracy, science, and other areas of educational concern.

Requisites: Junior standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Identify the nature of high-quality (culturally, linguistically, and developmentally responsive) environments in early education (ECE)

Audience: Both Grad & Undergrad

2. Understand the teaching practices for implementing and sustaining high-quality environments for ECE

Audience: Both Grad & Undergrad

3. Understand the relationships between children and environment

Audience: Both Grad & Undergrad

4. Recognize what children and teachers do in learning environments

Audience: Both Grad & Undergrad

5. Evaluate and plan quality learning environments

Audience: Both Grad & Undergrad

6. Understand how teachers promote student engagement and belonging in environments for ECE

Audience: Both Grad & Undergrad

7. Understand how a learning environment relates to equity and agency

Audience: Both Grad & Undergrad

8. Describe and analyze the historical and theoretical foundations for different types of classroom environment for ECE

Audience: Graduate

CURRIC 670 – THEORIES OF BILINGUALISM AND BILITERACY

3 credits.

Study of contemporary theoretical perspectives, constructs, models, and frameworks related to bilingualism and biliteracy development and relationship between home/first languages (i.e., Spanish) and second/additional languages (i.e., English); review of cultural backgrounds and experiences, transnational experiences and mobility, and social and linguistic identities; application of theory to curriculum and instructional decision-making for K-12 bilingual learners; taught in Spanish. Demonstrate advanced-low Spanish language proficiency

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Demonstrate understanding of bilingualism and biliteracy as dynamic sociocultural processes that vary widely from student to student

Audience: Both Grad & Undergrad

2. Demonstrate theoretical understandings of bilingualism and biliteracy, including relevant constructs, frameworks, and models

Audience: Both Grad & Undergrad

3. Articulate, critique, and justify implications of particular constructs, frameworks, and models on bi/multilingual pupils' schooling experiences

Audience: Both Grad & Undergrad

4. Articulate, critique, and justify implications of particular constructs, frameworks, and models on teaching, learning, and curriculum for bi/multilingual pupils

Audience: Both Grad & Undergrad

5. Articulate, critique, and justify how particular theoretical constructs, frameworks, and models can help realize equitable and humanizing schooling for bi/multilingual pupils

Audience: Both Grad & Undergrad

6. Articulate and justify critical perspectives about varied and shifting definitions of what counts as bilingualism and biliteracy, and who has the power to define them

Audience: Graduate

7. Synthesize latest research and scholarship about relevant course topics to identify pressing theoretical/conceptual inquiries in bilingual-bicultural education

Audience: Graduate

CURRIC 671 – EDUCATIONAL LINGUISTICS FOR BILINGUAL TEACHERS

3 credits.

Study of applied linguistics in relation to Spanish, English, and bilingualism; introduction to the basic structures of language (i.e., phonetics and phonology, morphology and semantics, syntax, pragmatics); application of educational linguistics to curriculum and instructional decision-making for K-12 bilingual learners; taught in Spanish. Demonstrate advanced-low Spanish language proficiency

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Learning Outcomes:** 1. Demonstrate knowledge of basic forms and structures of Spanish, English, and bilingual language practices

Audience: Both Grad & Undergrad

2. Identify and analyze bilingual-biliteracy processes and how multiple languages relate, shape, and reinforce one another

Audience: Both Grad & Undergrad

3. Analyze and differentiate bilingual learners' linguistic repertoires and how they are shaped by their contexts for language use, learning, and development

Audience: Both Grad & Undergrad

4. Analyze bilingual learners' language practices by applying knowledge of Spanish, English, and bilingual language practices

Audience: Both Grad & Undergrad

5. Articulate and justify critical perspectives about historical perspectives on bilingualism and biliteracy, and who has the power to define them

Audience: Graduate

6. Synthesize latest research and scholarship in educational linguistics to identify pressing theoretical/conceptual and empirical inquiries in bilingual-bicultural education

Audience: Graduate

CURRIC 673 – LEARNING SECOND LANGUAGE AND LITERACIES

1-6 credits.

Explores theoretical and practical aspects of second language and literacy development in schooling for English learners. Includes a fieldwork component. Informed by theories, students conduct and analyze data from classroom-based research, investigating implications for learning and teaching.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**CURRIC 674 – ADVANCED METHODS IN TEACHING ENGLISH AS A SECOND LANGUAGE**

3-6 credits.

Designed to help identify/develop and implement methodological approaches and techniques for supporting the language and literacy development of English learners that coordinate with current theories on language and learning.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 675 – GENERAL SEMINAR**

1-3 credits.

Subjects of current interest. Recent topics have included educational linguistics, language awareness, understanding language, foundations in teaching English or social studies.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026

CURRIC 676 – BILINGUALISM AND BILITERACY IN SCHOOLS

3 credits.

Study of pedagogies, frameworks, and methodologies appropriate for bilingual-bicultural education; review of contemporary scholarship about rigorous, responsive, and effective practices with K-12 bilingual learners; review of Spanish and English language standards and bilingual standards-based teaching and learning; taught in Spanish.

Requisites: Declared in Elementary Education BSE, Capstone Certificate in Spanish-English Bilingual-Bicultural Education or graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Identify and summarize broad issues related to equitable teaching and learning in/across two (or more) languages
Audience: Both Grad & Undergrad

2. Integrate knowledge of teaching, learning, and curriculum to support bi/multilingual learning and development and K-12 bi(multi)lingual students
Audience: Both Grad & Undergrad

3. Analyze strategies that build and develop students linguistic repertoires to facilitate content area learning and meaning making
Audience: Both Grad & Undergrad

4. Articulate theoretical and methodological justifications about when, why, and how to teach in/across two (or more) languages across content areas
Audience: Graduate

5. Compose (1) language objectives and (2) content objectives as part of their instructional and assessment planning practices
Audience: Graduate

CURRIC 690 – INDEPENDENT FIELD WORK

1-9 credits.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2020

CURRIC 699 – INDEPENDENT READING

1-3 credits.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

CURRIC 702 – SOCIOCULTURAL THEORY

3 credits.

Sociocultural theories posit that the fundamental mechanism for teaching and learning is social interaction. Examine the varying positions within this generally body of theoretical literature, compare and contrast how each position construes the fundamentally social nature of thinking and learning, and consider the methods entailed by each given theory.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

CURRIC 704 – CURRICULUM PLANNING

3 credits.

The concept of curriculum in modern American education.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

CURRIC 709 – DIGITAL MEDIA & TECHNOLOGY IN SCHOOLS

1 credit.

Introduction for secondary educators to the role of digital media technologies in their classrooms. Covers major topics in digital media in teaching and design several instructional units that incorporate technology meaningfully into the classroom.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

CURRIC 712 – INTRODUCTION TO CURRICULUM AND INSTRUCTION: RESEARCH AND RESOURCES

3 credits.

Become familiar with faculty, procedures, policy, and the wide range of research in curriculum and instruction.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 713 – TECHNOLOGY INTEGRATION FOR TEACHING AND LEARNING

1-3 credits.

A broad introduction to the field of Educational Communications and Technology (ECT) and attempts to balance theoretical inquiry with "hands on" design work. Cover the theoretical foundations of ECT and explore new developments in technology, theory and practice. Identifies new horizons for practicing and pre-service teachers to leverage technology for their own professional and personal empowerment through thinking systematically about technology and the classroom.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2020**CURRIC 714 – RESEARCH AND EVALUATION PARADIGMS IN CURRICULUM AND INSTRUCTION**

3 credits.

An analysis of differing orientations to evaluation and research. Emphasis on assumptions, attitudes, and expectations of what constitutes scientific knowledge and explanation; relationship of research orientation, methods of inquiry, theory, and practice.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 715 – DESIGN OF RESEARCH IN CURRICULUM AND INSTRUCTION**

3 credits.

Introductory survey of empirical foundations of research. Development of methods and tools of research.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**CURRIC 716 – REFORM AND CHANGE IN CURRICULUM AND INSTRUCTION**

3 credits.

Social, political and epistemological assumptions underlying current efforts towards curriculum and instructional reform in elementary and secondary schools.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2021**CURRIC 718 – INTRODUCTION TO NARRATIVE INQUIRY**

3 credits.

Introduction to material on framing, generating, gathering, and analyzing stories that people tell.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2022**CURRIC/COUN PSY/ED POL/ED PSYCH/ELPA/RP & SE 719 – INTRODUCTION TO QUALITATIVE RESEARCH**

3 credits.

Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. Does not include a field method component.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 723 – LIFE HISTORY: THEORIES & METHODS**

3 credits.

Focuses on framing, generating, collecting, and analyzing data gathered from interviews and documents related to people's lives.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**CURRIC 726 – QUALITATIVE METHODS OF STUDYING CHILDREN AND CONTEXTS**

3 credits.

Examines the theoretical, methodological, and ethical issues in studying children from interpretive perspectives. A small group research project, focused on examination of an individual child and context, provides an introduction to qualitative methods within fieldwork.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025

CURRIC 727 – INTERNATIONALIZING EDUCATIONAL KNOWLEDGE

3 credits.

Starts with a simple proposition that 19th century modern school curriculum is concerned with making kinds of people: "the citizen", "a worker", "civic minded", "life-long learner", "motivated", "with grit", etc. Discussions explore "the building (and disseminating) of knowledge" in schools (curriculum) across nations, cultures, and within political and religious modes of thought, to understand how differences in the self and others are produced through schooling. Internationalizing education means understanding how curriculum, pedagogy, theories of learning, and notions of childhood from schooling generate "ways of thinking" about "kinds of people". Internationalizing the field of curriculum and instruction shows how difference is produced and categorized. Facilitates thinking about how regional and national representations of people go unexamined in school curriculums when studying "others".

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 729 – CLASSROOM MANAGEMENT FOR SECONDARY EDUCATORS

1 credit.

Designed to inform students of basic principles of good classroom management within a social justice framework. Learn about motivating student learning through clear classroom management strategies, communicating with parents and families regarding student behavior, establishing positive teacher-student relationships, responding to challenging student behaviors, and responding to bullying.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 731 – COLLABORATIVE TEAMWORK FOR INCLUSIVE SCHOOL REFORM

3 credits.

Critically examine the process of collaboration and its multiple forms among professionals in the creation of inclusive school communities. Explore various methods and tools for collaboration that promote effective team relationships, problem solving, and co-planning of differentiated curriculum and instruction. Activities and projects are problem-based and focus on generating solutions to programmatic, student-specific, or school-wide issues related to inclusive education. Acquire skills to engage in collaborative teamwork and act as change facilitators within a school system.

Requisites: Declared in Educational Psychology MS: Professional Educator (MSPE) MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

CURRIC/STS 733 – PUBLIC ENGAGEMENT WITH SCIENCE

3 credits.

Examines the influence of science in everyday life. Provides both academic context (research and theory) and a firsthand look at how science matters to people who are not themselves scientists.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

Learning Outcomes: 1. Identify and critique common claims about the importance and value of science literacy, public understanding of science, and public engagement with science

Audience: Graduate

2. Describe the different ways in which researchers have attempted to measure and otherwise evaluate science literacy etc.

Audience: Graduate

3. Understand and be able to recognize the implications of social and cultural forces that shape particular episodes of public engagement with science.

Audience: Graduate

4. Describe and discuss the complex relevance of science in one particular public setting.

Audience: Graduate

5. Discuss the merits and challenges associated with common strategies for improving public engagement with science through formal education, museums, and sponsored outreach activities.

Audience: Graduate

CURRIC/STS 734 – SCIENCE STUDIES AND SCIENCE EDUCATION

3 credits.

Examination of the key ideas from the field of science and technology studies (history, philosophy, sociology of science, etc.) and how they have been taken up in both the school science curriculum as well as the science education research community.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

CURRIC 735 – EPISTEMIC PRACTICE AND SCIENCE TEACHING

2 credits.

Pursues the following questions: Where does our scientific knowledge come from and how does science work to generate that knowledge? In what ways might science education meaningfully engage learners in science?

Requisites: Declared in Curriculum and Instruction: Secondary Science Education MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

CURRIC 736 – EDUCATING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS

2-3 credits.

Overview of issues that influence and determine the language and academic development of English language learners. Explore social, cultural and educational contexts and practices as they relate to the education of this population.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Identify the complexities of the terrain of schooling for multilingual learners.

Audience: Graduate

2. Know and analyze both concepts/theories and specific factors that affect the English learning and academic success of multilingual learners, and how they mutually inform one another.

Audience: Graduate

3. Apply concepts and theories from class to represented teachers, students, families, programs and practices, in order to see theory in practice.

Audience: Graduate

4. Critically reflect on current ideas and concepts in the field of ESL and language studies to examine the impact on linguistically and culturally diverse (and all) students.

Audience: Graduate

CURRIC 737 – LINGUISTICS FOR EDUCATORS

2 credits.

An introduction to language, literacy and linguistic diversity for teachers. Provides an overview of the components of language, the structure of the English language and how language functions, with special emphasis on how language is used in schools, with the goal of supporting teachers' work with multilingual learners. Through exploration of language(s) and a critical reflection of personal experiences as language users, language learners, language analysts and language advocates, enhance understanding of communicative repertoires as dynamic, fluid, and complex.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Engage in critical reflection of their own communicative repertoires, as well as those of others

Audience: Graduate

2. Develop explicit knowledge about language forms and functions in teaching and learning.

Audience: Graduate

3. Develop a responsive and expansive multilingual orientation to teaching and learning language(s) and content in the classroom

Audience: Graduate

4. Identify the components of language and how they relate to one another to produce meaning

Audience: Graduate

CURRIC 744 – PERSPECTIVES IN MULTICULTURAL EDUCATION

3 credits.

A critical examination of the conceptual and theoretical traditions that contribute to the educational reform and ideology known as multicultural education. Includes readings from ethnic studies, black studies, feminist theory, antiracist pedagogy, bilingual education, and critical race theory.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 747 – MASTERS CAPSTONE IN TEACHER EDUCATION

3 credits.

Develop and complete a synthetic, research-based project. Projects are individualized to professional interests and draw from the knowledge gained from previous coursework and the experiences in practicum and student-teaching placements in area schools.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2025**Learning Outcomes:** 1. Understand how current ideas in educational research contribute to best practices in teaching through the development of a masters project that furthers their professional interests.

Audience: Graduate

2. Develop an integrated understanding of the theory and practice of some aspect of teaching and/or student learning as a result of completing their projects.

Audience: Graduate

3. Understand the conventions of various modes of reporting research/project findings including written reports, research talks and roundtables, and poster presentations.

Audience: Graduate

CURRIC/GEN&WS 760 – SEX/GENDER-RELATED ISSUES IN CURRICULUM AND INSTRUCTION

3 credits.

A poststructural feminist analysis of educational discourse and practice; examines selected sex/gender issues in curriculum and instruction; explores some implications for classroom teaching of the complex interrelationships between sex/gender, race, social class, sexuality, and ability/disability.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**CURRIC 764 – GLOBALIZATION AND LINGUISTIC HUMAN RIGHTS IN EDUCATION**

2-3 credits.

An introduction to language instruction policies and linguistic human rights. Examines teaching and learning in a multilingual society. Explores the various dimensions of the language used in the schools for instruction in different countries during the globalization process.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2019**CURRIC 775 – THEORIES OF RACE, RACISM, AND RACIALIZATION IN EDUCATION RESEARCH**

3 credits.

Studies of race-related issues in education often borrow from a narrow conceptual field that can limit how the researcher forms and investigates questions. It is important for education researchers to develop a solid conceptual understanding of race, racism, and racialization, and the analytical concepts that relate to these ideas determine appropriate questions and theories to apply to the analysis of educational phenomena. Bringing together concepts related to race, racism, and racialization via core conceptual literature from philosophy, sociology, and cultural studies supports the design of education research that attends to these issues.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Define race, racism, racialization, and related concepts.

Audience: Graduate

2. Synthesize core literature related to race, racism, and diversity across disciplines.

Audience: Graduate

3. Evaluate methodological implications of race, racism, and racialization for education research.

Audience: Graduate

CURRIC 778 – TEACHING, LITERACIES, AND IDENTITIES

3 credits.

Examines issues related to identity through three interrelated concepts--teaching, literacies, and diversity--from a variety of perspectives, including psychology, sociology, narrative studies, and sociocultural perspectives. Explore what "identity" means and how each conceptualization is related to teaching and learning, especially for children from diverse communities and backgrounds.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2020**CURRIC/COUN PSY/ED POL/ED PSYCH/ELPA/RP & SE 788 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I**

3 credits.

Introductory field methods experience in qualitative research. Learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.

Requisites: ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026

CURRIC/COUN PSY/ED POL/ED PSYCH/ELPA/RP & SE 789 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II

3 credits.

Focus on data analysis and translation of finds and implications. Gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.

Requisites: ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 790 – MASTER'S PROJECT OR THESIS

1-9 credits.

Planning and completing a master's project or thesis.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

CURRIC 799 – MASTER'S INDEPENDENT STUDY

1-3 credits.

Student-designed opportunity to explore a subject in depth.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

CURRIC 802 – DISCOURSE ANALYSIS

3 credits.

Theories and methods for analyzing "discourse" or language in use. Covers formal and informal written text, formal and informal oral speech, and face-to-face and online social interaction, with particular focus on cultural and social institutions and norms (such as school) and learning through social interaction.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC/ED PSYCH/L I S 803 – COMPUTATIONAL RESEARCH METHODS

3 credits.

Provides a broad overview of ways of formulating and investigating novel questions with tools from educational data mining and learning analytics including social network analysis, natural language processing, Markov modeling, Bayesian inference, and agent-based modeling.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

CURRIC 805 – GUIDING AND DIRECTING THE SCHOOL READING PROGRAM

3 credits.

Issues and practices in reading program development from first through twelfth grade. Emphasis on the various roles and responsibilities of instructional leaders in reading program development.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

CURRIC 809 – POLITICS OF STEM EDUCATION

3 credits.

In recent years, there has been an increase in attention to what has come to be known as STEM education in education circles and in the public sphere. Although this focus on STEM may seem recent, it is part of a long history of interest in the STEM disciplines. Consider STEM education from a political perspective by examining its histories, philosophies, policies, and effects.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2022

Learning Outcomes: 1. Read and interpret federal, state, and local policy documents and reports related to STEM education and how these policies differ based on their authors and intended audience.

Audience: Graduate

2. Explore the history and philosophy of STEM education in the United States and, to a lesser extent, globally.

Audience: Graduate

3. Explore how STEM education coincides with other elements of education such as teacher education, pedagogy, curriculum, and policymaking.

Audience: Graduate

4. Consider how STEM education interacts with its component subjects (i.e., science, technology, engineering, and mathematics, the arts [in part]) as well as the subjects that are not implied in the acronym (e.g., social studies, literacy).

Audience: Graduate

CURRIC 810 – GOALS, CONTENT AND PROGRAMS IN MATHEMATICS EDUCATION

3 credits.

Analysis of current programs and the identification of the mathematical content of K-12 education.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

CURRIC 811 – THE INSTRUCTION OF MATHEMATICS

3 credits.

Analysis of current research and examination of current programs to identify how they reflect different theories of learning and instruction.

Requisites: CURRIC 810**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2019**CURRIC 818 – TEACHING CONTROVERSIAL ISSUES**

3 credits.

Critically examines different lines of research in controversial issues instruction such as the contextual factors affecting the teaching of controversial topics, and the instructional practices involved in teaching controversial issues. Contextual factors affecting teachers' decisions to teach controversial issues or topics include official curricular policies, community beliefs, emotional histories, and teachers' differing beliefs and sense of purpose. Examines the affordances and constraints of different pedagogical approaches to teaching controversial issues such as the use of discussion and deliberation, as well as pedagogies that recognize the importance of trust, power, emotion, and personal connections.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023

Learning Outcomes: 1. Evaluate the different contextual factors affecting teachers' decisions to teach controversial issues or topics
Audience: Graduate

2. Assess the affordances and constraints of different pedagogical approaches to teaching controversial issues
Audience: Graduate

CURRIC/ED PSYCH 821 – CONSTRUCTIONISM

3 credits.

Survey of constructionist theory, research, and tools. Develop a deeper understanding of the history, theories, philosophies, tools, research, and technologies of constructionism and its children.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**CURRIC 823 – COLONIALITY OF LANGUAGE AND SCIENCE IN EDUCATION**

3 credits.

Explores interdisciplinary theories on coloniality used in education research, with a focus on historicizing and interrogating hierarchies of language, race, and scientific reason. Examines distinct analytics of power offered by raciolinguistic perspectives, postcolonial science studies, and postfoundational curriculum studies.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025

Learning Outcomes: 1. Read and discuss core literature related to postcolonial science studies, raciolinguistic studies, and cultural studies, and articulate implications of these theories for education research, policy, or practice.
Audience: Graduate

Audience: Graduate

2. Describe how science, language, voice, race, and coloniality have been theorized across literatures.
Audience: Graduate

Audience: Graduate

3. Analyze assumptions of science, language, race, or coloniality in an educational artifact and makes explicit the analytic of power
Audience: Graduate

Audience: Graduate

4. Research and write a paper examining the coloniality or racialization of language, science, and education in relation to the student's research interests.
Audience: Graduate

Audience: Graduate

CURRIC 829 – PROSEMINAR IN AMERICAN CURRICULUM THEORY: 1890-PRESENT

3 credits.

Major movements in the field such as Herbartianism, scientific curriculum planning, rational decision making, group process, and structure of the disciplines. Analysis of major documents and leading figures.

Requisites: CURRIC 662, 704, or 706**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 830 – THEORY AND DESIGN OF THE CURRICULUM**

3 credits.

Dimensions of theory and their interrelationships with reference to the curriculum field.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026

CURRIC 835 – FOUNDATIONS OF SOCIAL STUDIES EDUCATION

2 credits.

Focuses on helping pre-service teachers understand what it means to teach social studies for democratic citizenship. Focuses on central debates within social studies education and considers how different national, historical, economic, and political contexts have shaped social studies curricula. Offers an opportunity to compare and contrast social studies education curricula and approaches in diverse national contexts.

Requisites: Declared in Curriculum and Instruction MS: Secondary Education Teaching Certification

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Assess the central debates within social studies and consider how these debates have shaped the structure and goals of social studies curricula in different educational contexts.

Audience: Graduate

2. Make connections between educational theory and the use of different pedagogical strategies.

Audience: Graduate

3. Evaluate and discuss relevant journal articles and book chapters.

Audience: Graduate

CURRIC 840 – FIELD WORK IN SCHOOL READING PROGRAMS

2-7 credits.

Supervised field experience in working with school-wide reading programs.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

CURRIC 844 – CULTURALLY RELEVANT PEDAGOGY

3 credits.

Pedagogy that explores the relationships between culture and learning as well as teacher ideology and beliefs systems. Examines critical pedagogy and pedagogies of resistance.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2021

CURRIC 860 – SUPERVISION IN TEACHER EDUCATION

1-3 credits.

For those who are or wish to be university supervisors or cooperating teachers in practicum or student teaching programs. Study and discussion of factors which enter into the supervision of prospective teachers.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

CURRIC 864 – SEMIOTICS FOR EDUCATION

1-3 credits.

Dedicated to Semiotics or the study sign action for Education purpose, described as any activity or process including the production of meaning and apprenticeship.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2019

CURRIC 900 – ADVANCED SEMINAR IN DIGITAL MEDIA

2-3 credits.

Survey and critical analysis of selected research and other literature in the major divisions of the field, with emphasis according to individual interest.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

CURRIC 912 – WRITING IN EDUCATIONAL RESEARCH

3 credits.

Examination of substantive and stylistic elements of writing in the field of education research. Development of individual skills within and mastery through analysis, practice, and peer editing.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

Learning Outcomes: 1. Identify writing in education and its primary purpose within the scholarly community

Audience: Graduate

2. Identify the main elements of high-quality writing in education and recognize how they work together to accomplish an author's purpose

Audience: Graduate

3. Produce a piece of scholarly writing in their own field of study within education that is of publication quality

Audience: Graduate

CURRIC/COM ARTS 914 – HOW GAMES CHANGE US

3 credits.

Video games can be powerful experiences that take us to new worlds, teach us about complex systems, and provoke a range of emotions. Games transform us while we play, and some of these changes can be hard to predict and understand. Games can disrupt our sense of self, reshape our pleasures and feelings, lead us to question deeply held values, and allow us to experience new forms of embodiment through an avatar. A growing body of research in game studies engages with this potential for expansive change by focusing on player experience from a variety of methodological perspectives, including phenomenological, feminist and queer theory, critical disability studies, learning sciences, ecocriticism, and media archeology.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Devise, plan, and begin a research project in game studies.

Audience: Graduate

2. Articulate the disciplinary tenets and controversies of game studies and position your work in relation to other game scholars.

Audience: Graduate

3. Use strategic and purposeful reading methods to approach dense theoretical texts.

Audience: Graduate

4. Make clear and theoretically informed arguments about how a player is changed in the process of playing a game.

Audience: Graduate

5. Describe some of the common ways game designers have used the transformative potential of games and other design choices that have not been explored.

Audience: Graduate

CURRIC 916 – SMR: SPECIAL TOPICS IN RESEARCH & EVALUATION IN CURRICULUM & INSTRUCTION

3 credits.

In the past few decades, social thought and philosophy have provided alternative arguments and styles of reasoning in thinking about the history and sciences of education. Explores readings and the importance of this literature to education is in multiple layers; provides ways of thinking about difference outside of theories of representation and identity; embodies ways of engaging the knowledge of science and the political in schooling; provides alternative strategies for discourse analyses; problematizes the givenness of the subject of schooling as the object of change; (re)vises notions of materialism and power in understanding the effects of schooling; provides ways of thinking about knowledge and language as not merely an epiphenomena to structures; and historically explores the limits of theories of practice that are given as what is real and useful.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2023**CURRIC/ENVIR ST 932 – FOUNDATIONS OF ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**

3 credits.

Education is often portrayed as a critical part of the solution to the intertwined problems of environment and society. Examines environmental education and related traditions such as nature study, conservation education, and outdoor education, as well as more recent movements such as place-based education and education for sustainability. Grounds discussions in concrete examples of educational practice, considers historical and contemporary critiques of environmental education.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 943 – MOBILITY, LANGUAGE & EDUCATION**

3 credits.

Engages in consideration of and deep dialog around cutting-edge theoretical approaches and framings to languages, literacies, mobility, communication, learning and teaching globally, and to show what different perspectives may offer to understandings of language-in-use across varied global educational and life contexts.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2021

CURRIC/MUSIC 946 – PAST PERSPECTIVES ON MUSIC EDUCATION

3 credits.

Focus on analysis of music education in primary and secondary schools via examination of historical, philosophical, and psychological sources. Explore ideas that have shaped the field in the past and investigate the influence of these ideas on current thinking and practice.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe the history of music education
Audience: Graduate

2. Articulate the concept of interest convergence and how it can apply to the history of music education

Audience: Graduate

3. Demonstrate ability to connect theory and practice in music educational approaches

Audience: Graduate

CURRIC 947 – CURRENT ISSUES IN MUSIC EDUCATION

3 credits.

An exploration of current issues facing music education and an examination of future directions for the field. Identify and investigate individual topics.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**CURRIC 950 – SEMINAR IN THE STUDY OF TEACHER EDUCATION**

3 credits.

Examination of issues related to preservice teacher education and teacher education reform.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**CURRIC 964 – SEMINAR IN WORLD LANGUAGE EDUCATION**

1-3 credits.

Develop a review of literature and a research project related to Second Language acquisition.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC 975 – GENERAL SEMINAR**

2-3 credits.

For the exploration of new frontiers.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC 976 – SEMINAR IN READING**

2-3 credits.

Series of advanced seminars on such topics as: diagnostic and remedial teaching; sociology of reading; developmental reading; linguistics in the teaching of reading; or others as designated.

Requisites: CURRIC 500 or 503**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Summer 2022**CURRIC 990 – DISSERTATION RESEARCH**

1-12 credits.

Planning and completing a doctoral dissertation.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**CURRIC 991 – POST-SECONDARY TEACHING PRACTICUM**

3 credits.

Opportunity to gain an understanding about the design and instruction of teacher education courses.

Requisites: Declared in Curriculum and Instruction PhD**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**CURRIC 999 – DOCTORAL INDEPENDENT STUDY**

1-3 credits.

Student-designed opportunity to explore a subject in depth.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026