

EDUCATION (EDUC)

EDUC 600. Foundations of Literacy Development. (3 Credits)

Provide in-depth understanding of the reading acquisition process and current issues in reading research related to preliterate and emergent readers through observation and analysis of reading and written language development. Prerequisite: Admission to M.A. degree in Education Program.

EDUC 601. Methods and Strategies of Effective Reading Instruction. (3 Credits)

Provide in-depth understanding and application of scientifically-based methods of teaching reading comprehension vocabulary, and fluency.

EDUC 602. Literacy Assessment Informed Instruction. (3 Credits)

Screen, diagnose, and monitor student progress in reading and writing to inform instruction and build home-school partnerships that promote reading and writing.

EDUC 603. Content Area Learning. (3 Credits)

Apply concepts, methods, and practices related to curriculum, assessment of learning, and teaching in content areas.

EDUC 604. Learning Environments. (3 Credits)

Recognize needs for a successful classroom environment and apply strategies to support learning.

EDUC 605. Curriculum Development and Assessment. (3 Credits)

Study and apply standards-based curriculum and assessment practices.

EDUC 606. Reading and Writing Across the Content Areas. (3 Credits)

Analyze, evaluate, and apply methods for developing effective reading and writing strategies that improve student academic achievement across the content areas.

EDUC 607. Rethinking Learning in the 21st Century. (3 Credits)

Students investigate contemporary theory and research on 21st century learning and teaching, which include an increased emphasis on the use of new information technologies, collaboration, problem solving, creativity, and experiential learning. In this course, students develop effective 21st century teaching strategies through readings, simulations and collaborative projects.

EDUC 608. Methods and Strategies of Effective Writing Instruction. (3 Credits)

Provide in-depth understanding and application of research based methods of teaching writing as they apply to cognitive processes and socio-cultural context for diverse students.

EDUC 609. Secondary Student Teaching. (3 Credits)

Work in a secondary school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 610. K-12 Student Teaching. (3 Credits)

Work in a K-12 school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 611. Strategies for Teaching Students with Exceptionalities. (3 Credits)

This course outlines lesson planning that accounts for accommodations, modifications, Individual Education Plan (IEP) and assistive technologies. Discusses the importance of self-advocacy in assisting students with individualized education plans. Addresses classroom management and organizational strategies needed for compliance with federal regulations.

EDUC 612. Assessment and Programming. (3 Credits)

Encapsulates the process of assessing the eligibility of a student for an individualized education plan (IEP) and positive behavior supports from referral to the creation of a plan. Details the various parts of the IEP that are federally mandated and the programs that students with the specialized plan are eligible for under the Individuals with Disabilities Education Improvement Act. Prerequisite: admission to the Special Education Teacher Program

EDUC 613. Methods and Strategies of Effective Mathematics Instruction. (3 Credits)

Examine and apply research-based teaching strategies that promote mathematics learning.

EDUC 614. Inclusivity with Collaboration. (3 Credits)

Provides an overview of the various collaborations required of teachers who work with students needing specialized services in K-12 schools with a special focus on issues related to secondary grade levels, including transition. Students will consider insights and strategies for productive, respectful engagement with various stakeholders, including paraprofessionals, families, community members, healthcare workers, teacher/colleagues, administration and special service providers.

EDUC 615. Student Teaching for Students with Exceptionalities. (3 Credits)

Provides a link between the teacher candidate's classroom experience which includes teacher candidate's collaboration with mentor teachers, and clinical coach. Addresses lesson implementation, teacher evaluation, professional development, education ethics, and caseload management. Teacher candidates develop and monitor progress on instructional goals with input from support team. This course can be taken twice for credit. Prerequisite: Admission to the Special Education Teacher Program.

EDUC 616. Language Acquisition for Linguistically Diverse Students. (3 Credits)

Develop and apply understanding of language acquisition and awareness of the historical, legal, social and educational background surrounding linguistically diverse education. Prerequisite: EDUC 428, 628, 429 or 629.

EDUC 617. Linguistically Diverse Student Literacies. (3 Credits)

Explore research-based strategies that promote students' language skills and literacies to increase content-area learning, academic success, and future opportunities. Prerequisite: EDUC 428, 628, 429 or 629.

EDUC 618. Culturally & Linguistically Diverse Field Education. (3 Credits)

This course provides opportunities to explore content knowledge while working in a K-12 school setting with linguistically diverse students over the course of one semester in collaboration with support teachers. The focus is on instructional techniques, methodologies, and strategies designed to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning challenges. Prerequisites: EDUC 616 and 617. Or instructor permission.

EDUC 619. Elementary Student Teaching. (3 Credits)

Work in an elementary school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 624. Managing to Differentiate. (3 Credits)

This course provides a study of cognitive development as it impacts different learners' ability to access academic content. Participants will build a foundation of understanding from which they will develop skills, strategies and resources that they can then apply in their teaching to address the complex challenges of meeting the diverse learning needs of all students.

EDUC 627. Exploring Educational Technology. (3 Credits)

Empowers the effective use of technology in classrooms and schools. Using research based technology in education standards as a foundation, the course will explore how to support K-12 students in the areas of personalized learning, digital citizenship, digital and media literacy. Instructional focus will include digital equity, digital tools and learning resources, as well as creating community through professional networks.

EDUC 628. Pedagogies for English Learners. (3 Credits)

This licensure-year course for candidates seeking their elementary education teaching license provides an overview of theoretical principles, instructional strategies, and assessment strategies for working with students who are English learners and come from culturally diverse backgrounds. The content and standards covered in this course are required of elementary teachers who work with students served in EL programs. Students will learn to work respectfully and productively with English learners, their families, community members, teachers/colleagues, administrators and special service providers. This course also provides an introduction to inclusive education.

EDUC 629. Inclusion and English Learners. (3 Credits)

This licensure-year course for candidates seeking their K-12 or secondary teaching license provides an overview of the theory and research on second-language learning and research-based strategies for working with culturally and linguistically diverse learners in general education settings for K-12 teachers. The content and standards covered in this course are essential for teachers who work with culturally and linguistically diverse students. Considerable attention is paid to how to work respectfully and productively with English learners, their families, community members, teachers/colleagues, administrators and special service providers. This course also provides an introduction to inclusive education. Prerequisite: Admission to the M.A. in Education Program.

EDUC 630. Inclusivity in the Content Areas. (3 Credits)

Provides learners the opportunity to understand the importance of diversity in academic content areas. Addresses how curriculum is developed through understanding of state academic standards, cross curriculum teaching methods, ways of providing curriculum that is culturally responsive, and differentiating for the varied backgrounds of the classroom.

EDUC 631. Inclusive Methods and Strategies for Literacy. (3 Credits)

Provides in-depth understanding of the science of reading from the acquisition process and current issues in reading research related to conventional and emergent readers through observation, analysis, and review of reading and written language development and strategies. Additionally, students learn strategies for reading intervention for students served by special programs as well as multimodal literacy supports to provide to students struggling in their literacy. Students will increase understanding and application of scientifically-based methods of teaching reading comprehension, vocabulary and fluency.

EDUC 632. Overview of Special Services. (3 Credits)

Teacher candidates consider the historical perspectives on Individuals with Disabilities Education Act (IDEA) and related legislation. Emphasis is placed on the importance of current trends and research in the various special services in public education. Also covers various exceptionalities and associated needs, along with current understanding of basic human growth and development.

EDUC 633. Differential Literacy Assessment. (3 Credits)

Addresses ways of screening, diagnosing, and monitoring student progress in reading and writing to inform instruction and build home-school partnerships. Students consider ways of promoting literacy through utilizing collaboration skills, creating and implementing instructional plans and monitoring student progress.

EDUC 640. Acclimation of Beginning Teachers. (6 Credits)

Course participants learn and develop methods to assist new and aspiring teachers to become acclimated to the school and professional practice. Course participants identify the dispositions of beginning teachers and learn evaluation techniques to encourage best teaching practices.

EDUC 641. Professional Growth for the Beginning Teacher. (6 Credits)

Course participants work with new and aspiring teachers to demonstrate the professional role of being a teacher. Course participants encourage and model differentiation to their mentees that encompasses diversity, equity and inclusivity in the classroom and school.

EDUC 669. Formal and Informal Methods of Assessment. (3 Credits)

Course participants identify and explore multiple modes of assessing and evaluating performance in the classroom. Course participants reflect on the use of current assessment practices in classrooms. Course participants implement authentic assessments and analyze the process of evaluating academic growth.

EDUC 670. Introduction to School Leadership. (4 Credits)

Provide an overview of educational leadership principles, including theories of leadership, foundational concepts of leading a school, qualities of effective leaders, and the process of building a positive, collaborative school culture.

EDUC 672. Personnel Selection and Development. (3 Credits)

Understand and evaluate the process of working with school-related personnel, including recruiting and hiring practices, developing meaningful induction and mentoring programs, managing teacher and staff evaluations, and providing needs-based professional development for all staff.

EDUC 673. School Safety and Management. (3 Credits)

Identify and explore the components of school plant and safety management, including school-wide student discipline policies and practices, crisis and emergency planning and responses, and managing various funding sources associated with operating a school.

EDUC 674. Family and Community Involvement. (3 Credits)

Investigate various strategies for building relationships with all members of the school community, including identifying and understanding diversity in the surrounding community, establishing partnerships with area businesses and organizations, and working effectively with local media outlets.

EDUC 675. Student Learning and Accountability. (3 Credits)

Examine the responsibilities of managing curriculum, instruction, and assessment in schools, including evaluation of curriculum and instruction practices to maximize learning for all students, analysis of data from local and statewide assessments to drive instructional decisions for school improvement, and development of strategies to support a range of diverse student learning needs.

EDUC 678. Principal Internship I. (3 Credits)

Complete a supervised internship or work full/part time as a school-based administrator. Demonstrate competency on Colorado principal licensure standards through structured, reflective tasks and leadership-based internship experiences.

EDUC 679. Principal Internship II. (3 Credits)

Complete a supervised internship or work full/part time as a school-based administrator. Demonstrate competency on Colorado principal licensure standards through structured, reflective tasks and leadership-based internship experiences. Prerequisite: Successful completion of EDUC 678 Administrator Internship I.

EDUC 680. Action Research for Educational Leaders. (4 Credits)

Examine, analyze, and synthesize research literature in relation to emerging trends in education. Explore concepts pertaining to quantitative and qualitative research methods and the synergistic relationship between research, theory, and practice. Develop problem posing/solving, information literacy, and critical thinking skills.

EDUC 681. Instructional Program Evaluation. (3 Credits)

Students investigate theories and trends in curriculum and instruction while understanding their relations to student data and performance at the school and district levels. Students evaluate teaching and assessment as they affect student growth. Students assess best practices for developing teachers and schools to increase student learning outcomes.

EDUC 682. Shaping School Culture. (3 Credits)

Develop an understanding of organizational culture and the components, roles, and local factors affecting school and district cultures. Consider dimensions of transformational leadership. Critically examine and reimagine a school culture so it better serves students, faculty, and other community stakeholders.

EDUC 683. Legal and Ethical Issues in Education. (3 Credits)

Explore legal and ethical issues related to equity, diversity, and accessibility in schools, including examining cases and case law affecting school-based practices, identifying the legal and ethical responsibilities of school employees, and understanding the rights and responsibilities of the members in the school community.

EDUC 685. Assessing, Evaluating, and Instructing At-risk and Struggling Readers. (3 Credits)

Develop in-depth understanding of scientifically based reading research and instruction for at risk and struggling readers. Provide the tools necessary to diagnose, evaluate and teach struggling readers. Assignments will include the development of intervention programs and the implementation of progress-monitoring reading assessments.

EDUC 686. Student-Focused Coaching and Mentoring. (3 Credits)

Examine roles and functions of student-focused coaching and mentoring to provide professional development in school settings.

EDUC 687. School-Wide Comprehensive Literacy Program Development. (3 Credits)

Prepare educators for school-wide comprehensive literacy program development and delivery.

EDUC 689. Reading Specialist Internship. (3 Credits)

Complete supervised practicum(s) or internship(s) as a reading specialist at the appropriate grade level(s) for Colorado Department of Education Reading Specialist graduate endorsement.

EDUC 693. Conduct, Reflect, and Present Action Research. (3 Credits)

Implement a detailed, ethical action research plan in an educational setting, collecting various sources of data. Present an alternative project or thesis to demonstrate findings, interpretations of the study results, and reflections of the implications for future educational practices. Prerequisite: EDUC 680.

EDUC 695. RESOURCE MGMT IN EDUCATION. (3 Credits)

Explore and apply the characteristics of effective school and district leadership and resource management for education-specific programs and initiatives. Identify potential funding agencies and local/state/national partnerships that could help to build resources based to meet school and district needs. Utilize the characteristics of effective grant writing for education-specific programs and initiatives.

EDUC 696. Engaging External Stakeholders. (3 Credits)

Identify stakeholders that support the education system and develop processes for meaningful involvement in activities and decision making. Explore and apply methods for communicating to a variety of audiences. Understand the political and financial nature of community partnerships with schools and districts.

EDUC 697. Special Topics. (1-6 Credits)

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EDUC 698. Independent Study. (1-6 Credits)

Work individually with a professor to design and complete a self-paced course of study.

EDUC 699. Research Problems. (1-6 Credits)

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