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.

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 in the Content Area. (3 Credits)
Analyze, evaluate, and apply methods for developing effective reading and writing strategies that improve student academic achievement in the content area.

EDUC 607. Rethinking Learning through 21st Century. (3 Credits)
Investigate the research and theory of 21st Century Skills as they affect the education program. Develop effective teaching strategies through theory and simulation.

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 Exceptionalities. (3 Credits)
Outlines lesson planning that accounts for accommodations, modifications, and adaptive 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) 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 specialized plan are eligible for under the Individuals with Disabilities Education Improvement Act.

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 on individualized education plans. 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 Exceptionalities. (3 Credits)
Provides a link between the student’s classroom experience which includes student’s collaboration with mentor teachers, and clinical coach. Addresses lesson implementation, teacher evaluation, professional development, education ethics, and caseload management. Students develop and monitor progress on instructional goals with input from support team.

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.

EDUC 617. Cognitive Academic Language Proficiency in the Content Area. (3 Credits)
Differentiate social and cognitive academic language and use research to develop cognitive academic language for English Language Learners.

EDUC 618. Linguistically Diverse Student Teaching. (3 Credits)
Work in a K-12 school setting with linguistically diverse students over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

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 621. Creating Effective Online Learning Environments. (3 Credits)
An inquiry into how K-12 educators can best develop relevant and engaging blended and online instructional contexts to meet the needs of all K-12 learners. Focus is on exploration of tools, resources and emerging technologies to determine how to build and manage learning environments which maximize student achievement.

EDUC 622. Using Data to Plan for Online & Blended Learning and Targeted Interventions. (3 Credits)
A study of best practices in creating, implementing, and using assessments in the online environment. Focus is on analyzing real-time data and findings from assessments to make instructional decisions and to plan targeted interventions to ensure student success. Prerequisite: EDUC 621.

EDUC 623. Designing and Delivering Effective Online & Blended Instruction. (3 Credits)
Online and blended field-based experience in design, delivery, and evaluation of standards-based instruction in an appropriate K-12 setting. A collaborative approach will be fostered among students, teachers, and school-level administrators to support existing or emerging online or blended instructional needs. Prerequisite: EDUC 622.
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 625. Relevant Data Analysis to Inform Instruction. (3 Credits)
Identify and utilize all levels of data to inform instructional decisions. Daily measures of student performance are analyzed along with summative assessments to develop relevant plans for instruction that may include interventions and differentiation. Explore resources to assist in tracking of student progress and develop evidence of effectiveness relative to Teacher Quality Standards.

EDUC 626. Defining and Defending Evidence of Professional Mastery. (3 Credits)
Using the educator effectiveness growth goals developed in EDUC 625, students will design strategies and plans to ensure the mastery of each goal. One action plan to address a problem of practice will be fully developed and implemented. Approaches to examine and reflect on data gathered during the implementation process will be developed. Finally, an ongoing, living web-based document will be created. This document will serve as a means to demonstrate learner mastery of effectiveness in teaching. Prerequisite: EDUC 625.

EDUC 627. Innovations in Student Centered Teaching and Learning. (3 Credits)
Introduces the learner to student-centered teaching and learning and how technology can influence this approach.

EDUC 628. Pedagogies for English Learners. (3 Credits)
This course 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 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. Prerequisite: Admission to M.A. in Education Program.

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

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 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. Students will increase understanding and application of scientifically-based methods of teaching reading comprehension, vocabulary and fluency. Prerequisite: Admission to M.A. degree in Education Program.

EDUC 632. Overview of Special Services. (3 Credits)
Students consider the historical perspectives on the Individuals with Disabilities Education Act (IDEA) and related legislation. Emphasis place 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 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. Research and Critical Inquiry for 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. Must be taken in the final year of the program.

EDUC 681. Instructional Program Development and Evaluation. (3 Credits)
Investigate theories and trends in curriculum and instruction while understanding their relationship to student data and performance at the school and district levels. Evaluate teaching and assessment as they affect student growth. Assess best practices for developing teachers and schools to increase student learning outcomes.

EDUC 682. Shaping School Systems. (3 Credits)
Understand the characteristics of effective organizational culture from various perspectives. Explore systemic structures and issues within a school and district. Examine and apply critical analysis and creativity related to educational group dynamics that advocate for all students, staff, and stakeholders within an educational community.

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 684. Materials and Motivation for Reading. (2 Credits)
Select and evaluate materials, develop independent readers, involve the community, and establish and manage the literacy environment.

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. Literacy Coaching and Mentoring. (2 Credits)
Examine roles and functions of literacy coaching and mentoring to provide professional development for literacy in the school setting.

EDUC 687. School-Wide Comprehensive Literacy Program Development. (2 Credits)
Prepare educators for school-wide comprehensive literacy program development and delivery.

EDUC 688. Reading Teacher Internship. (3 Credits)
Complete supervised practicum(s) or internship(s) as a reading teacher at the appropriate grade level(s) for Colorado Department of Education Reading Teacher graduate endorsement. This course can be repeated twice for credit.

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. This course can be repeated twice for credit.

EDUC 692. Issues and Trends in Leadership Seminar. (1 Credit)
The role of professional literature and experience in the development of leadership capacity that advocates for improvements of education.

EDUC 693. Capstone. (3 Credits)
Interpreting, planning, conducting, and reporting research results in the field of education. Students must be enrolled in EDUC 693 when utilizing Western Colorado University Graduate Faculty support in conducting research. This course can be repeated for credit and is required the final semester of the M.A. degree in Education Program. Prerequisite: EDUC 680 Research and Critical Inquiry for leaders.

EDUC 694. School Law for Teachers. (3 Credits)
Examine laws and state/national policies affecting schools. Demonstrate an understanding of the rights and responsibilities of teachers and students. Explore the differences between legal and ethical issues in education.

EDUC 695. Resource Management 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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