

# EDUCATION, MASTER OF ARTS

Western's Education Department's mission is to prepare knowledgeable, effective, and inclusive practitioners committed to providing equitable learning opportunities for all students. We are committed to supporting students' understanding of schools' cultural, social, and economic realities and guiding all students to be engaged citizens in an increasingly diverse and globalized world.

The Master of Arts in Education degree program combines online learning with practical and applied learning in the K-12 classroom. The master's candidate must earn and successfully complete 31-46 semester credits of graduate coursework specific to the concentration. A summer on-campus or online program orientation must be completed before coursework is begun.

Western's Education Department provides graduate pathways for an initial teaching license in the following endorsement areas:

- Elementary Education (K-6)
- Secondary (6-12) Endorsements: Agriculture and Natural Resources; Business/Marketing Education; English Language Arts; Family and Consumer Science; Middle School Mathematics (Grades 6-8); Mathematics (Grades 7-12); Science; Social Studies; Technology Education
- K-12 Endorsements: Drama and Theatre Arts; Health; Computer Science; Music; Physical Education; Visual Arts; World Languages
- Special Education Generalist (ages 5-21)
- Principal (K-12)
- Administrator (K-12)

## Program Information

Western's Education Department offers several masters pathways for initial licensure, as well as opportunities to add endorsements onto existing teaching licenses:

- Candidates seeking an initial teaching or principal license will be eligible to apply for an initial license after the first year and can then pursue the additional 16-19 graduate credits to earn a Master of Arts in Education with a concentration in: Curriculum and Instruction, Culturally and Linguistically Diverse Education, Reading Leadership or Educational Administration.
  - A candidate intending to pursue the Master of Arts in Education with a concentration in Culturally and Linguistically Diverse Education could lead to the Culturally and Linguistically Diverse added endorsement (CDE).
  - A candidate intending to pursue the Master of Arts in Education with a concentration in Educational Administration will complete the Principal Licensure program as part of the MA degree.
- Candidates who already hold a teaching license who are intending to pursue an added endorsement and/or the Master of Arts in Education with a concentration in Educator Effectiveness are required to hold an initial or professional teacher license as a prerequisite for admission. Colorado Department of Education endorsements available for currently licensed teachers are: Reading Specialist, Culturally and Linguistically Diverse Education, Special Education, and Mentor Teacher.
- A candidate intending to pursue the Master of Arts in Special Education will be eligible to apply for a Special Education Generalist license after the first year and can then pursue the additional 10-13

graduate credits towards the MA in Special Education. For more information, please see [Special Education, Master of Arts](#).

Completion of Western's licensure program makes a person eligible for an initial Colorado teaching license or added endorsement. The Colorado Department of Education is solely responsible for the processing and final approval of all Colorado teaching and administrative licenses and endorsements.

Western Colorado University is accredited by the Higher Learning Commission. Western's education program is regionally accredited and Colorado participates in licensing reciprocity agreements across the country; however, specific licensing requirements vary by state. If you are seeking a teaching license outside of Colorado, contact Western's education department for assistance with each individual state education department's requirements.

## Requirements for Full Admission to the MA in Education with Teacher Licensure

1. Candidate must submit:
  - Proof of fingerprint clearance and background check by state agency
  - Two professional recommendations
  - Resume
  - Payment of university application fee
  - Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
  - Personal statement
2. Candidate must demonstrate knowledge of the content area by:
  - passing a Praxis Subject Assessment (Special Ed. and Elementary Ed. must pass the Praxis Subject Assessment for Elementary Education Content Knowledge #5905); OR
  - a conferred degree in the content area; OR
  - a content evaluation of 24 semester hours of transcribed college coursework.

## Additional Requirements for Alternative Teacher Licensure Candidates

1. Secure a full-time teaching position in your endorsement area and submit your employment contract with your application.
2. Submit Statement of Assurance to CDE after being admitted

For more information on the requirements of the Alternative Licensure program, see the Colorado Department of Education Alternative Teacher Program ([https://www.cde.state.co.us/cdeprof/checklist-alt\\_teacher/](https://www.cde.state.co.us/cdeprof/checklist-alt_teacher/)) webpage.

## Requirements for Full Admission to the MA in Education Program with Principal Licensure

1. Candidate must submit:
  - Copy of current teaching license, or proof of fingerprint clearance and background check by state agency
  - Two professional recommendations
  - Professional Resume
  - Payment of university application fee

- Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
- Personal statement
- Statement of mentor principal support

## Additional Requirements for Alternative Principal Authorization Candidates

1. Obtain a Statement of Eligibility from CDE.
2. Secure a full-time principal or assistant principal position.
3. Submit a letter from a mentor principal agreeing to act as your mentor for 1-2 hours/week for school year.

For more information on Alternative Authorization, see the Colorado Department of Education Alternative Principal Authorization (<https://www.cde.state.co.us/cdeprof/alternative-principal-authorization/>) webpage.

## Requirements for Full Admission to the MA in Education, Educator Effectiveness Concentration

To be successful in coursework in this concentration, the candidate is a practicing teacher working in their own classroom while pursuing the program.

1. Candidate must submit:
  - Copy of current teaching license
  - Two professional recommendations
  - Professional Resume
  - Personal statement
  - Official transcript of conferred bachelor's degree from a regionally accredited college or university showing 3.0 cumulative GPA or higher

## Provisional Admission to the MA in Education program

An applicant who does not meet the requirements for full admission to the Master of Arts in Education program may be required to submit additional materials in order to be considered for provisional admission upon the recommendation of the program director and approval by the School of Graduate Studies. These may include evidence of relevant professional experience, post-BA coursework, professional development, recommendations, and any other experience that demonstrates history of work, study, volunteering or other professional activity demonstrating potential to be a quality educator and successful graduate student. The program director may request a phone interview with the applicant. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or School of Graduate Studies may set additional timeline requirements.

**International Students:** see Graduate Academic Catalog section, Criteria for International Admission.

## Program Requirements

### Teacher Licensure Areas

Students seeking the MA in Education must complete 27 credits of licensure coursework in their first year of the MA Program. Students may choose to seek a Colorado Initial License or an added Colorado

Endorsement, or to pursue further investigations in their current licensure area. Licensure areas include:

- **Elementary**
- **K-12:** Drama and Theatre Arts; Health; Computer Science; Music; Physical Education; Visual Arts; World Languages
- **Secondary:** Agriculture and Natural Resources; Business/Marketing Education; English Language Arts; Family and Consumer Science; Middle School Mathematics (Grades 6-8); Mathematics (Grades 7-12); Science; Social Studies; Technology Education

### Elementary Education Licensure

Code	Title	Credits
EDUC 600	Foundations of Literacy Development	3
EDUC 601	Methods and Strategies of Effective Reading Instruction	3
EDUC 604	Learning Environments	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 608	Methods and Strategies of Effective Writing Instruction	3
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	3
EDUC 628	Pedagogies for English Learners	3
Student Teaching Course:		6
EDUC 619	Elementary Student Teaching (taken twice)	
<b>Total Credits</b>		<b>27</b>

### Secondary or K-12 Licensure

Code	Title	Credits
EDUC 603	Content Area Learning	3
EDUC 604	Learning Environments	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 606	Reading and Writing Across the Content Areas	3
EDUC 607	Rethinking Learning in the 21st Century	3
EDUC 624	Managing to Differentiate	3
EDUC 629	Inclusion and English Learners	3
Appropriate Student Teaching Course:		6
EDUC 609	Secondary Student Teaching (must be taken twice)	
EDUC 610	K-12 Student Teaching (must be taken twice)	
<b>Total Credits</b>		<b>27</b>

## Culturally and Linguistically Diverse Education Concentration

Culturally and Linguistically Diverse (CLD) teaching is defined as the work of an individual (a CLD Interventionist or CLD Teacher Leader) who serves as a liaison between various constituents accountable for meeting the needs of CLD learners in the school and community settings. This individual is aware of state, national, and local cultural norms, legalities, and policies that impact student learning and the acquisition of English language proficiency. The CLD teacher has the ability to guide and support stakeholders associated with serving CLD learners to sustain high levels of productivity, collaboration, and achievement.

To earn the MA in Education with a concentration in Culturally and Linguistically Diverse Education, the candidate must successfully complete 46 credits of education coursework in conjunction with in-classroom/school practical experience. The candidate must be a licensed

teacher and will be eligible to add a CLD endorsement at the conclusion of the following sequence of MA coursework.

Code	Title	Credits
<b>27 credits of Teacher Licensure coursework is required in addition to the following:</b>		
EDUC 616	Language Acquisition for Linguistically Diverse Students	3
EDUC 617	Linguistically Diverse Student Literacies	3
EDUC 618	Culturally & Linguistically Diverse Field Education	3
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
In addition to the courses listed above, candidates must take 3 credits of 600-level Education electives.		3
<b>Total Credits</b>		<b>46</b>

## Curriculum and Instruction Concentration

Curriculum and Instruction is defined as the work of an individual or individuals within an organizational unit that enhances K-12 student achievement through the implementation of differentiated instructional approaches and learning methods, supportive teaching strategies, and appropriate, standards-based curricula in the classroom. Candidates who pursue this concentration will investigate: curricular and instructional trends and their relations to student performance, effective uses of technology to support K-12 student (learning) outcomes, multiple modes of assessing and evaluating student performance in the classroom to inform instruction, and methods for developing effective reading and writing strategies that improve student achievement across the content areas.

To earn the MA in Education with a concentration in Curriculum and Instruction, the candidate must successfully complete 43 credits of education coursework in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an endorsement in a licensure area listed elsewhere during their first year of study. Successful completion of the concentration in Curriculum and Instruction will result in earning the MA degree.

### Completion of the concentration in curriculum and instruction

Code	Title	Credits
<b>27 credits of Teacher Licensure course work is required in addition to the following:</b>		
<b>Required Core Courses</b>		
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
Select 9 credits from the following:		9
EDUC 606	Reading and Writing Across the Content Areas	
EDUC 627	Exploring Educational Technology	
EDUC 630	Inclusivity in the Content Areas	
EDUC 669	Formal and Informal Methods of Assessment	
EDUC 681	Instructional Program Evaluation	
EDUC 686	Student-Focused Coaching and Mentoring	
<b>Total Credits</b>		<b>43</b>

## Reading Leadership Concentration

Reading Leadership is defined as the work of an individual (a reading-leader) situated in the classroom or in a school or district-level position who has advanced knowledge of federal and state policies related to

literacy; has deep understanding of the development, implementation, and evaluation of scientifically-based reading programs; and can work effectively with other instructional staff to meet the literacy needs of all students. The reading leader provides professional guidance and expertise to classroom teachers, school and/or district literacy curriculum, instruction, and assessment programs; and develops and conducts in-service programs related to literacy.

To earn the MA in Education with a concentration in Reading Leadership, the candidate must successfully complete 43 graduate credits of education coursework in conjunction with in-classroom/school practical experience. Successful completion of the Reading Leadership concentration will result in earning the MA degree. To be recommended for a Colorado Department of Education Reading Specialist endorsement, the candidate must also take EDUC 689 Reading Specialist Internship. Additional requirements to be endorsed as a Colorado Department of Education Reading Specialist are to hold a Colorado initial or professional teacher license and have three or more years of full-time, demonstrated classroom teaching experience. Applicants can wait to apply to the Colorado Department of Education for the endorsement until they have met these additional requirements.

### Completion of the concentration in Reading Leadership

Code	Title	Credits
<b>27 credits of Teacher Licensure course work is required in addition to the following:</b>		
EDUC 602	Literacy Assessment Informed Instruction	3
EDUC 680	Action Research for Educational Leaders	4
EDUC 685	Assessing, Evaluating, and Instructing At-risk and Struggling Readers	3
EDUC 687	School-Wide Comprehensive Literacy Program Development	3
EDUC 693	Conduct, Reflect, and Present Action Research	3
Optional coursework for Reading Specialist endorsement:		
EDUC 689	Reading Specialist Internship	3
<b>Total Credits</b>		<b>46</b>

## Educational Administration Concentration

Educational Administration is defined as the work of an individual serving in an administrative capacity at the school/district level. This individual is aware of local, state, and federal laws and policies that affect student learning and school/district management, understands the needs of students and staff, and has the ability to lead a school/district to sustain high levels of productivity, collaboration, and achievement.

To earn the MA degree, the candidate must successfully complete one year of principal licensure coursework and at least one concurrent year-long contractual or internship experience in school administration. First-year coursework requires 25 credits. The candidate must also successfully complete 12 credits of administrator licensure coursework during the second year. The Master of Arts in Education with a concentration in Educational Administration requires 44 credits. At the conclusion of the first year, the candidate is eligible to become licensed as a principal. Successful completion of the second-year results in earning the MA degree, as well as eligibility to become licensed as a district administrator.

Code	Title	Credits
<b>First year Principal Licensure course work requires 25 credits</b>		
EDUC 670	Introduction to School Leadership	4

EDUC 672	Personnel Selection and Development	3
EDUC 673	School Safety and Management	3
EDUC 674	Family and Community Involvement	3
EDUC 675	Student Learning and Accountability	3
EDUC 678	Principal Internship I	3
EDUC 679	Principal Internship II	3
EDUC 683	Legal and Ethical Issues in Education	3
<b>Second Year Administrator Licensure course work requires 12 credits</b>		
EDUC 681	Instructional Program Evaluation	3
EDUC 682	Shaping School Culture	3
EDUC 695	RESOURCE MGMT IN EDUCATION	3
EDUC 696	Engaging External Stakeholders	3
<b>Completion of emphasis in Educational Administration requires 7 credits</b>		
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
<b>Total Credits</b>		<b>44</b>

### Educator Effectiveness Concentration

The MA in Education with a concentration in Educator Effectiveness delivers a curriculum that provides a customized and relevant program of study based on the candidate's specific needs as measured by Colorado's Teacher Quality Standards and the individual's professional growth goals. Courses are generally limited to the fall and spring semesters because coursework is designed to be completed and applied within a classroom setting for maximum internalization and improvement. Candidates may complete the program in either fall or spring semesters. Upon acceptance into the program, candidates will identify up to three professional growth goals and work with an academic advisor to register for the most applicable sequence of courses to meet those goals.

To earn the MA in Education with a concentration in Educator Effectiveness, the candidate must successfully complete 31 graduate credits of 600-level education coursework. Degree completion also requires a capstone presentation of the candidate's evidence of growth toward their professional growth goals. The capstone presentation will coincide with the end of the candidate's final semester.

**Candidate will complete 31 credits from the following.**

Code	Title	Credits
<b>Required Core Courses</b>		
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
Select 24 credits from the following:		24
EDUC 600	Foundations of Literacy Development	
EDUC 601	Methods and Strategies of Effective Reading Instruction	
EDUC 602	Literacy Assessment Informed Instruction	
EDUC 606	Reading and Writing Across the Content Areas	
EDUC 607	Rethinking Learning in the 21st Century	
EDUC 608	Methods and Strategies of Effective Writing Instruction	
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	
EDUC 616	Language Acquisition for Linguistically Diverse Students	

EDUC 617	Linguistically Diverse Student Literacies	
EDUC 618	Culturally & Linguistically Diverse Field Education	
EDUC 624	Managing to Differentiate	
EDUC 627	Exploring Educational Technology	
EDUC 628	Pedagogies for English Learners	
EDUC 629	Inclusion and English Learners	
EDUC 630	Inclusivity in the Content Areas	
EDUC 632	Overview of Special Services	
EDUC 640	Acclimation of Beginning Teachers	
EDUC 641	Professional Growth for the Beginning Teacher	
EDUC 669	Formal and Informal Methods of Assessment	
EDUC 681	Instructional Program Evaluation	
EDUC 682	Shaping School Culture	
EDUC 685	Assessing, Evaluating, and Instructing At-risk and Struggling Readers	
EDUC 686	Student-Focused Coaching and Mentoring	
EDUC 687	School-Wide Comprehensive Literacy Program Development	
EDUC 689	Reading Specialist Internship	
EDUC 695	RESOURCE MGMT IN EDUCATION	
EDUC 696	Engaging External Stakeholders	
<b>Total Credits</b>		<b>31</b>