

EDUCATION (EDUC)

EDUC 000. Education Gateway Course. (0 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 101. Introduction to Early Childhood Education. (3 Credits)

This course introduces students to the field of Early Childhood Education with a particular focus on children aged 0-8 years. It provides a comprehensive exploration of the eight fundamental domains of professional knowledge: Professionalism; Child Growth and Development; Health, Nutrition, and Safety; Developmentally Appropriate Practices; Guidance; Diversity; Family and Community Relationships; and Administration and Supervision. Participants will gain valuable strategies for promoting holistic child development and facilitating optimal learning experiences. The course also emphasizes the pivotal role of the educator as an influential guide. Furthermore, this curriculum aligns seamlessly with state requirements for ECE Childcare Licensing.

EDUC 102. Learning & Teaching (GT-SS3). (3 Credits)

An introduction to learning and teaching that draws upon various concepts, frameworks and theories from education, the humanities, and behavioral & social sciences. Considerations of effective learning, teaching, and schooling practices emerge from thoughtful reflection on one's own learning preferences, mindsets, motivations, and past (classroom) experiences combined with diverse knowledges, philosophers, and educators. GT-GSS3

EDUC 103. Positive Guidance and Social Emotional Support. (3 Credits)

This course delves into the theories, applications, goals, techniques, and factors that shape expectations, address classroom management, and foster prosocial skills. It serves as an introduction to understanding the social-emotional development of young children, including those with and without disabilities. The curriculum covers practices aimed at nurturing the growth of social-emotional skills, incorporating a comprehensive review of the Pyramid Model and specific strategies for each level within this tiered prevention model. The focus is on children from birth through age eight. This course holds equivalence to ECE 103 and aligns with state requirements for ECE Childcare Licensing.

EDUC 111. Infant and Toddler Theory and Practice. (3 Credits)

This course presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler (birth through age 3) development in group and/or family settings. The course includes an overview of state requirements for licensing, health, safety and nutrition, responsive learning opportunities, and the importance of partnerships with families and communities.

EDUC 197. Special Topics in Education. (1-6 Credits)

EDUC 202. Past, Present, and Future of Schooling in the US (GT-SS3). (3 Credits)

Studies structural factors, policies, and flashpoint events to unpack the past, present, and future of schooling. Students use historical and contemporary examples to understand the complex relationship between schools, education, law, politics, and society. EDUC 202 and HIST 202 cannot both be taken for credit. GT-SS3

EDUC 210. Science Teaching Methods. (3 Credits)

This course examines beliefs and current thinking about teaching and learning science. Students develop useful teaching strategies for engaging learners in science content through the use of the Next Generation Science Standards, wonder, inquiry, and exploration. This course is required for all elementary education students. Prerequisites: EDUC 102; or instructor permission.

EDUC 268. Curriculum Methods and Techniques in Early Childhood Education. (3 Credits)

This course provides an overview of early childhood curriculum development, includes processes for planning and implementing developmentally appropriate environments, materials and experiences, and quality in early childhood programs. Focuses on ages birth through age 8.

EDUC 292. Independent Study. (1-3 Credits)

EDUC 297. Special Topics in Education. (1-6 Credits)

EDUC 326. Equity, Diversity, and Social Justice in Education. (3 Credits)

Introduces the diversity that characterizes current K-12 students in the U.S. Adopting a critical lens to interpret and challenge opportunity gaps and other inequities, this course prepares future educators to support diverse students and transform the socially reproductive practices of schools, informed by approaches such as multicultural education, assets-based pedagogies, and critical pedagogies. Prerequisites: minimum sophomore standing or instructor permission.

EDUC 340. Application of Pedagogy and Practice. (3 Credits)

A foundation course in educational pedagogy based on current research and widely accepted teaching strategies. Includes an integrated variety of research-based approaches to teaching and learning, such as cooperative learning and differentiated instruction, which are framed within professionalism standards for teachers. A major component of the course is a rigorous and structured field experience in local schools as preparation for residency. Prerequisites: 2.75 GPA, Fingerprint Clearance (CDE), 15 hours Field Experience working with children or students; or instructor permission.

EDUC 392. Independent Study. (1-3 Credits)

A course for qualified, upper-level students with specialized interests in a particular area of advanced study in Teacher Education.

EDUC 397. Special Topics in Education. (0.5-6 Credits)

EDUC 400. Foundations for Literacy: Phonology and Linguistics. (3 Credits)

A study and application of scientifically-based methods of teaching and reinforcing fundamental reading skills. Cognitive processes of literacy, including phonology, morphology, orthography and etymology. Focus placed on English language structure as it affects decoding and encoding. Additionally, methods for diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students are covered. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 402. Reading Comprehension, Vocabulary, and Fluency. (3 Credits)

A study and application of scientifically-based methods of teaching and reinforcing reading comprehension, vocabulary fluency, oral and written language skills. Cognitive processes of literacy, including phonology, morphology, orthography, etymology, semantics, syntax, discourse, pragmatics and English language structure as it affects meaning. Additionally, methods for diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students are covered. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 403. Instruction & Assessment in Content Area. (3 Credits)

An introduction to the concepts, methods, techniques, and assessment practices used to effectively teach secondary and K-12 students. Emphasis is placed on structures for lesson and unit planning, implementation of the Colorado State Standards, literacy and math integration, research based instructional strategies, content specific technologies, and management techniques. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 404. Creating Positive Learning Environments. (3 Credits)

An investigation into the rationales and practices for developing a classroom community that is inclusive, respectful, and conducive to learning for all students. Invites nuanced consideration of diversity within school contexts and the teacher's role in nurturing positive and productive relationships with students, families, and the broader community. Prerequisite: Admission to the Teacher Education Program; or instructor permission.

EDUC 405. Data-driven Instructional Practices. (3 Credits)

An in-depth application of standards-based instruction and assessment practices. Students design curriculum maps and plan standards-based lessons and units for diverse student populations. Students are taught to integrate literacy, math, and technology into their standards-based instructional plans, to use assessment data to drive standards-based curriculum that measure student knowledge, understanding, and skills, and to reflect on and evaluate their own performance. Prerequisite: admission to the Education Department; or instructor permission.

EDUC 406. Content Area Literacy. (3 Credits)

An application of current research on brain based learning, reading and writing and its integration in the content area. Students implement the essential components of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension, motivation, and engagement within the content area. In addition, there is a focus on content area study and test taking skills. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 407. Maximizing Learning through 21st Century Skills. (3 Credits)

Foster a deeper understanding of the 21st Century environment schools need to cultivate in order to maximize learning. This course prepares teachers to create technology-rich learning environments that enhance student growth and achievement. Prerequisite: Admission to the Teacher Education Program; or instructor permission.

EDUC 408. Teaching Writing with the Brain in Mind. (3 Credits)

An in-depth application of cognitive processes associated with various kinds of learning. Within the context of writing assessment and instruction, students learn to pay attention to these learning processes so that their own classroom students can master content standards. Students learn to employ a wide range of teaching techniques to match the intellectual, emotional and social level of each classroom student and choose alternative teaching strategies, materials and technologies to achieve different curricular purposes. Students apply expert content knowledge to enrich and extend student learning and to recognize educational diversity and the effects on student learning in order to develop and apply individual educational plans. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 409. Secondary Student Teaching. (3 Credits)

Student teaching in a 7-12 school setting on the average of 24 hours per week, over the course of the academic year, in collaboration with mentor teachers. This course must be repeated twice for credit. Additional course fee applies. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 410. K-12 Student Teaching. (3 Credits)

Student teaching in a K-12 school setting on the average of 24 hours per week, over the course of the academic year, in collaboration with mentor teachers. This course must be repeated twice for credit. Additional course fee applies. Prerequisite: admission to the Teacher Education Program.

EDUC 411. Strategies for Inclusive Teaching in Special Education. (3 Credits)

This course provides teaching methods that focus on special education teachers' primary roles and responsibilities, including instruction and lesson planning, Individualized Education Plans, and collaboration to provide accommodations. Also, it addresses classroom management and organizational strategies needed for compliance with federal regulations. Prerequisite: Completion of EDUC 340 & admittance to teacher licensure program; or instructor permission.

EDUC 412. Inclusive Assessment & Comprehensive Programming. (3 Credits)

This course provides an understanding of special education assessments, program development related to Least Restrictive Environment (LRE), and behavioral interventions. Strategies for behavior plan implementation and teaming are addressed, as well as developing comprehensive evaluation in special education. Prerequisite: admission to the Special Education Teacher Program; or instructor permission.

EDUC 413. Mathematical Investigations. (3 Credits)

An application of the research-based practices for instruction in math. Focus is placed on the foundations for assessing and teaching math by addressing basic skills, critical thinking skills, conceptual understanding, real life applications, and diverse learner needs. Students implement and review specific assessment practices, teaching structures, intervention strategies, and technology applications within a standards based framework of instruction. Prerequisite: admission to the Teacher Education Program; or instructor permission.

EDUC 414. Collaboration Across Special Education. (3 Credits)

This course provides a roadmap to collaboration strategies and methods using special education student transition planning as a case study. Students will implement and understand insights and strategies for productive, respectful engagement with various stakeholders, including paraprofessionals, families, community members healthcare workers, teacher/colleagues, administration, and special service providers. Prerequisite: admission to the Special Education Teacher Program; or instructor permission.

EDUC 415. Student Teaching in Special Education. (3 Credits)

This course provides guidance across the student teaching residency year while working with a coaching team comprised of a mentor, a regional coordinator, and a clinical coach. This course addresses lesson implementation, teacher evaluation professional development, education ethics, and caseload management. Students develop and monitor progress on intervention and caseload goals with input from the support team. Prerequisite: admission to the B.A. in Special Education major; or instructor permission.

EDUC 424. Differentiation: Applying Learner-Centered Instruction. (3 Credits)

This course provides participants with an understanding of the components of differentiated instruction (content, process, and product). Participants explore skills and resources needed to effectively manage a differentiated classroom and extend their learning into the application of strategies, assessments, and management systems within the context of teaching academic content. Prerequisite: Admission to the Education Department; or instructor permission.

EDUC 428. Teaching English Learners in Elementary Classrooms. (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 (CLD) learners in general education settings for elementary 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 (ELs), their families, community members, teachers/colleagues, administrators and special service providers. In addition to the focus on teaching English learners, this course also provides an introduction to inclusive education. Prerequisite: Admission to the Teacher Education Program; or instructor permission.

EDUC 429. Teaching English Learners for Secondary and K-12 Teachers. (3 Credits)

This course provides an overview of the theory and research on second-language learning and research-based strategies for working with culturally linguistically diverse (CLD) learners in general education settings for secondary and 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 (ELs), their families, community members, teachers/colleagues, administrators and special service providers. In addition to the focus on teaching English learners, this course also provides an introduction to inclusive education. Prerequisite: Admission to the Teacher Education Program; or instructor permission.

EDUC 430. Inclusivity in General Education. (3 Credits)

This course provides a comprehensive survey of differentiating within general education to promote inclusion of all students. As such, the course creates a foundation in curriculum development, state academic standards, interdisciplinary teaching methods, culturally responsive teaching, and differentiating for the varied backgrounds of the classroom.

EDUC 431. Inclusivity in Teaching Literacy. (3 Credits)

This course provides a deep understanding of the science of reading with a focus on special education students ranging from preliterate and emergent readers to more proficient readers. Students will increase understanding and application of scientifically-based methods for teaching literacy, implementing databased intervention in literacy, and developing multimodal literacy learning activities. Prerequisite: admission to the Special Education Teacher Program; or instructor permission.

EDUC 432. Inclusive Schools. (3 Credits)

This course provides an overview of the characteristics of diverse populations in schools with a focus on specific areas of diversity, equity and inclusion related to special education across the lifespan of the student. Students learn to effectively develop inclusive community programs, educational opportunities, and services. Students explore special education and disability related-programs, procedures, and supports within and outside of schools and local communities. Topics will include special education law, inclusion, behavioral and social-emotional programs and supports, as well as the role of collaboration to achieve the goal of inclusion for all people within our communities. Additionally, students explore issues related to bias and discrimination culminating in a student-created action project related to inclusive communities.

EDUC 433. Inclusive Literacy Assessment. (3 Credits)

This course provides a foundation in literacy assessment across literacy, communication, and multicultural learner domains. It addresses literacy assessment methods and comprehensive reporting of assessment results, progress monitoring, and culturally responsive teaching and evaluating.

EDUC 458. Elementary Student Teaching. (3 Credits)

Student teaching in an elementary school setting (grades K-6) for approximately 24 hours per week, over the course of an entire academic year, supervised by a mentor teacher. This course may be taken twice for credit. Prerequisite: Admission to the Teacher Education Program; or instructor permission.

EDUC 459. Elementary Culturally and Linguistically Diverse Student Teaching. (3 Credits)

Student teaching in an elementary school setting, with special attention given to work with linguistically diverse students. The student teaching experience averages 24 hours per week over the course of the academic year and is supervised by a mentor teacher. Additional course fee applies.

EDUC 492. Independent Study. (1-3 Credits)

A course for qualified, upper-level students with specialized interests in a particular area of advanced study in Teacher Education.

EDUC 493. Research Problems. (1-4 Credits)**EDUC 497. Special Topics in Education. (1-6 Credits)****EDUC 499. Internship. (1-6 Credits)**