EDUCATION (EDUC)

EDUC 000. Education Gateway Course. (0 Credits)
Students explore the professional opportunities and practices of the teaching discipline. Designed to provide participants a variety of designated experiences with K-12 students so they are able to make informed decisions about becoming teachers. Students facilitate field experiences with school-age students both at the elementary and secondary levels. Students attend two one-hour long seminars and participate in 10 hours of subsequent field experiences. This course is required for admission to the Teacher Licensure Program. Graded Satisfactory/Unsatisfactory only.

EDUC 102. Issues and Trends in American Education. (3 Credits)
An introduction to the theories, visions, and ideals of learning and teaching. Students draw upon various concepts, images, and frameworks to reflect upon their classroom experiences and consider their understanding of what it means to be a good student, good teacher, and informed citizen in a society that values education.

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

EDUC 202. Education and Schooling in the U.S.. (3 Credits)
Addresses the relationship between education and schooling as an institution. Students consider the historical foundations and ongoing debates surrounding education in the United States. Also addresses major landmarks, policies, and structural factors that have shaped and continue shaping today's schools.

EDUC 210. Science Methods for Elementary Teachers. (1 Credit)
Examines beliefs and current thinking about teaching and learning science. Students consider children's ideas about the natural world and ways of engaging young learners in the cultural, knowledge-generating practices of science.

EDUC 295. Independent Study. (1-3 Credits)

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

EDUC 316. Introduction to Language Acquisition for Linguistically Diverse Students. (3 Credits)
An introduction to theory and understanding of first and second language acquisition for teaching K-12 students from linguistically diverse cultures and backgrounds. Students develop an awareness of the historical, legal, social and educational background surrounding linguistically diverse education. The primary focus is on research based oral language assessment and development to provide meaningful instruction. Methods include those appropriate for the beginning English language learner, as well as those at other levels on the language acquisition continuum. Prerequisites: EDUC 000 and EDUC 102.

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. Prerequisite: Admission to the Teacher Licensure Program.

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.

EDUC 401. Assessment for Prevention and Intervention. (3 Credits)
This is an in-depth application of assessment techniques and instruments in coordination with state standards, No Child Left Behind and Individuals with Disabilities Education Act, 2004. Includes standardized testing and knowledge of literacy including five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Analysis of data to design and monitor instruction and intervention for universal, targeted, and intensive needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students. Prerequisite: admission to the Teacher Education Program.

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.

EDUC 403. Instruction and 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.

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.

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.
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.

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.

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.

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.

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 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 learners 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.

EDUC 417. Teaching and Assessing Writing with the Linguistically Diverse Student in Mind. (3 Credits)
An application of cognitive processes associated with various kinds of learning. Within the context of writing assessment and instruction, students learn to employ a wide range of teaching techniques to match the cultural, academic, social and language proficiency level of each classroom student. Students apply expert content knowledge and knowledge of cognitive academic language proficiency to enrich and extend student learning.