

# EDUCATION (EDUC)

Western's Educational 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. We utilize a practitioner-based, student-centered approach to educator preparation. We prepare effective, inclusive, reflective teachers, and educational leaders.

This practitioner-based philosophy enables our students to begin their careers prepared to make a difference in their classrooms, schools, districts, and communities. Students enrolled in teacher licensure programs complete discipline-specific coursework in their first three years as undergraduates. Upon admission to the Teacher Licensure program, students complete a year-long residency in a K-12 classroom under the guidance of a mentor teacher. Additionally, students take 27 credits of online education coursework where they learn about education theory and evidence-based pedagogy. This model enables our students to implement and reflect on their coursework in actual classrooms and community contexts.

Western's EDUC provides undergraduate pathways in the following licensing endorsement areas: Drama Theatre Arts, Elementary Education, English Language Arts, Mathematics, Middle School Mathematics, Music, Physical Education, Science, Social Studies, Visual Arts, World Languages, Special Education, and Computer Science.

## Criteria for admission to the Teacher Licensure program:

- Have taken the EDUC 000 Education Gateway Course
- Have logged 15 hours of observational field experience
- Cumulative GPA of 2.75
- For elementary education candidates, successfully complete all relevant Praxis exams
- For secondary/K-12 candidates: Have a 3.0 GPA in relevant subject area or successfully passed relevant content area Praxis exam
- Have submitted fingerprints to the Colorado Department of Education and received clearance

Once admitted into the Teacher Licensure program, all candidates must take and successfully complete EDUC 340 Application of Pedagogy and Practice to be eligible for placement in their teaching residency. Completing the Teacher 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. 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 seek a teaching license outside of Colorado, please consult with that state's education for specific requirements or contact Western's Education Department for more information.

## Program Goals

- To prepare new teachers who are proficient or above in all of the Colorado Teacher Quality Standards and corresponding endorsement-specific content area standards and who have the opportunity to implement, reflect, and improve their classroom practices.
- To prepare teachers who are inclusive and responsive to diverse student needs.

- To prepare teachers who can deliver instruction using multiple modalities, including hybrid, online, and in-person instruction.

The EDUC offers different licensure pathways in response to Colorado schools' changing policies, practices, and emergent needs. Students may choose to add a minor or certificate in addition to completing these programs:

- Early Childhood Professional Certificate
- Elementary Education Standard Major
- Elementary Education Comprehensive Major: Diversity, Equity, and Inclusivity Emphasis
- Elementary Education Comprehensive Major: Elementary Education with a 3+2 Master of Arts in Education Emphasis
- Elementary Education Comprehensive Major: Global Citizenship
- Elementary Education Comprehensive Major: Science, Technology, Engineering, Arts, and Mathematics (STEAM) Emphasis
- Secondary K-12 Licensure
- Secondary and K-12 Licensure (with a 3+2 Master of Arts in Education)
- Special Education Standard Major

For those wishing to teach at the secondary level (7-12), Western's EDUC offers licensure pathways in the following majors: Biology, Chemistry, Geology, Mathematics, Economics, History, Politics and Government, and English. These lead to licensure at the secondary level in Science, Math, Social Studies, English Language Arts, Math, or Middle School Math, respectively. The following majors lead to K-12 licensure: Art, Exercise Sports Science, Music, and Spanish.

## Residency Year Requirements (Capstone)

All Western education program graduates or those seeking secondary licensure after completing a content-specific major must complete a year-long residency with a mentor teacher in a K-12 classroom. Licensure candidates must accumulate a minimum of 848 hours in their residency classroom. Additionally, 27 credits of required education coursework are completed during the residency year. Candidates must complete the residency hours and the required education coursework with a C- or better to be recommended for an initial Colorado teaching license—the residency year functions as the capstone for all licensure candidates. Please see the licensure program pathway for a list of residency year courses and the graduate catalog for full descriptions of the 5th-year coursework for the Masters of Arts in Education and 3+2 options.

## Program Requirements

The education department offers several different licensure pathways.

A person pursuing an elementary teaching license can choose: the comprehensive major, which includes one of the emphases detailed below; the standard major, where a student can declare any minor that Western offers; or a 3+2 pathway, where a student can choose one of the emphases detailed below or any minor offered by Western.

For those wishing to teach in middle and secondary schools, Western offers licensure pathways in the following majors: Biology, Chemistry, Economics, English, Geology, History, Mathematics, Politics and Government.

The following majors lead to licensure to teach in K-12 settings: Art, Exercise and Sport Science, Music, Spanish.

For secondary and K-12 candidates the endorsement area is the emphasis. Additionally, Secondary and K-12 candidates have the option to pursue any minor Western offers.

- Early Childhood Professional Certificate (<https://catalog.western.edu/undergraduate/programs/education/early-childhood-professional-certificate/>)
- Elementary Education Comprehensive Major: Diversity, Equity, and Inclusivity Emphasis (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-diversity-equity-inclusivity/>)
- Elementary Education Comprehensive Major: Elementary Education with a 3+2 Master of Arts in Education Emphasis (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-culturally-linguistically-diverse-education-3+2-MAED/>)
- Elementary Education Comprehensive Major: Global Citizenship Emphasis (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-global-citizenship/>)
- Elementary Education Comprehensive Major: Science, Technology, Engineering, Arts, and Mathematics (STEAM) Emphasis (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-steam/>)
- Elementary Education Standard Major (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-standard-major/>)
- Secondary and K-12 Licensure (<https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-secondary-k-12-licensure/>)
- Secondary and K-12 Licensure (with a 3+2 Master of Arts in Education) ([https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-secondary-k-12-licensure-3\\_2/](https://catalog.western.edu/undergraduate/programs/education/elementary-education-comprehensive-secondary-k-12-licensure-3_2/))
- Special Education Standard Major (<https://catalog.western.edu/undergraduate/programs/education/special-education-standard-major/>)

#### RESIDENCY YEAR REQUIREMENT (CAPSTONE):

All graduates of Western's education program must complete a year long residency with a mentor teacher in a K-12 classroom. Licensure candidates must accumulate a minimum of 848 hours in their residency classroom. Additionally, 27 credits of education related coursework is completed during the residency year. Candidates must complete both the residency hours and the required education coursework with a C- or better to be recommended for an initial Colorado teaching license. The residency year functions as the capstone for all licensure candidates. For a list of residency year courses, please see the appropriate licensure program pathway.

## Education Courses

### 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)****EDUC 510. Special Topics In Education. (0.5-3 Credits)****EDUC 535. Engaging the K-12 Online Learner. (3 Credits)**

A study of methods and strategies to engage the online K-12 learner. Educators study how to transition from traditional face-to-face classrooms to online settings. Focus is primarily on the key principles of effective online instruction and the power of the learner-centered approach to ensure success for the online teacher and learner. Prerequisite: Teaching license.

**EDUC 536. Assessing the K-12 Online Learner. (3 Credits)**

A study of methods and strategies to engage the online K-12 learner. Educators study the principles of effective online assessment and specific online tools and strategies. Focus is on using assessment results to differentiate instruction and support the K-12 online learner. Prerequisite: Teaching license and EDUC 535.

**EDUC 537. Field-Based Application of Online Instruction. (3 Credits)**

Application of effective online teaching to an appropriate K-12 student population. Prerequisite: Teaching license and EDUC 535 and EDUC 536.

**EDUC 597. Special Topics in Education. (1-6 Credits)****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)**

**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)**