Programs of Study

Undergraduate students interested in K–6 Elementary Education may either pursue a Bachelor of Arts in Elementary Education (new for fall 2017) or complete the teacher licensure requirements while earning a bachelor’s degree from another college on campus. The school also provides teacher licensure programs that ensure rigorous content preparation and extensive clinical experience in local partner schools. Teacher licensure programs are available at the undergraduate, post-baccalaureate, and master’s level. The School of Education collaborates with the College of Arts & Sciences, the College of Engineering and Applied Science, and the College of Music to design degree programs for undergraduates that combine a major in Arts & Sciences, Engineering and Applied Science, or Music with courses and field experiences in education that lead to a Colorado initial license.

The school offers a range of experiences and courses for undergraduates interested in educational issues, serving in the Peace Corps and/or working in community-based settings. Through CU Engage, the school offers undergraduates opportunities to participate in community-based research and programs. Undergraduate students pursuing a major in the College of Arts and Sciences with a bachelor’s degree can apply for a dual degree with a Bachelor of Arts in Leadership and Community Engagement. This option is available to undergraduate students pursuing a Bachelor of Arts in Anthropology, Asian Studies, English, Ethnic Studies, Geography, Jewish Studies, Philosophy, Political Science, Sociology, Spanish & Portuguese, and Women and Gender Studies. In addition, the school offers two undergraduate minors, one in Education and one in Leadership Studies.

Preparing the Teachers of Tomorrow

The School of Education prepares educators who are able to enact commitments to social justice and equitable access to deep content learning in school, family and community contexts.

The following principles guide our work in preparing the next generation of educators:

- Teachers must position students as sense-makers and knowledge-generators, who desire to invest and succeed in school. This involves noticing children/youth, building relationships with them, valuing their perspectives and attending to their thinking, curiosities and capabilities.
- Teaching is both intellectual work and a craft. Deep knowledge of content and pedagogy, creativity and passion fuel both learning and teaching.
- Teachers must design equitable learning environments in which all children are engaged in robust and consequential learning.
- Teacher’s instruction and student learning is always conducted within the context of larger social systems, structures and hierarchies.
- What we do and say matters and must be analyzed. Our language and action constructs or constrains opportunities for children to build meaningful, positive and sustained relationships to learning and one another.

Course code for this program is EDUC.

Colorado Teacher Quality Standards

Teacher education candidates engage in a planned sequence of courses and accompanying clinical experiences in local community and school sites. Courses and assessments ensure candidates have demonstrated appropriate mastery of (1) content taught in the Colorado Academic Standards and (2) professional practices and dispositions associated with the Colorado Teacher Quality Standards listed below.

1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.
2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
4. Teachers reflect on their practice.
5. Teachers demonstrate leadership.
6. Teachers take responsibility for student academic growth.

Bachelor’s Degrees

- Elementary Education - Bachelor of Arts (BA) (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/elementary-education-bachelor-arts)
- Leadership and Community Engagement - Bachelor of Arts (BA) (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/leaderhsip-community-engagement-bachelor-arts)

Minors

- Education (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/minor-education)
- Leadership Studies (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/minor-leadership-studies)

Teacher Licensure Program

- Post-Baccalaureate (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/teacher-licensure-program/post-baccalaureate)
- Undergraduate Nondegree (catalog.colorado.edu/undergraduate/colleges-schools/education/programs-study/teacher-licensure-program/undergraduate nondegree)
- Master’s Degree Plus (catalog.colorado.edu/graduate/colleges-schools/education/programs-study/teacher-licensure-program) Secondary (catalog.colorado.edu/graduate/colleges-schools/education/programs-study/teacher-licensure-program) Teacher Licensure Program (MA+) (catalog.colorado.edu/graduate/colleges-schools/education/programs-study/teacher-licensure-program)

Faculty

While many faculty teach both undergraduate and graduate students, some instruct students at the undergraduate level only. For more information, contact the faculty member’s home department.

Aiken, Ellen (https://experts.colorado.edu/display/fsid_103974)
PhD, University of Colorado Boulder

Anderson, Ronald
Professor Emeritus

Andrew, Julie Ann (https://experts.colorado.edu/display/fsid_148635)
Instructor; MEd, Univ of New South Wales (Australia)

Atteberry, Allison (https://experts.colorado.edu/display/fsid_154598)
Assistant Professor; PhD, Stanford University
Begley, Donna M (https://experts.colorado.edu/display/fisid_131000)
Senior Instructor

Boardman, Alison Gould (https://experts.colorado.edu/display/fisid_141887)
Asst Research Professor; PhD, University of Texas at Austin

Briggs, Derek Christian Mauthner (https://experts.colorado.edu/display/fisid_129597)
Professor; PhD, University of California-Berkeley

Bullington, Sam N (https://experts.colorado.edu/display/fisid_152528)
Lecturer

Cline, Ruth
Professor Emeritus

Dalton, Bridget Monroe (https://experts.colorado.edu/display/fisid_151711)
Associate Professor; EdD, Harvard University

Donato, Ruben (https://experts.colorado.edu/display/fisid_105537)
Professor; PhD, Stanford University

Dutro, Elizabeth (https://experts.colorado.edu/display/fisid_141157)
Professor; PhD, University of Michigan Ann Arbor

Escamilla, Kathy M (https://experts.colorado.edu/display/fisid_109224)
Professor; PhD, University of California-Los Angeles

Flexer, Roberta
Professor Emeritus

Furtak, Erin M (https://experts.colorado.edu/display/fisid_144504)
Associate Professor; PhD, Stanford University

Glass, Gene V (https://experts.colorado.edu/display/fisid_149833)
Research Professor; PhD, University of Wisconsin-Madison

Haas, John
Professor Emeritus

Hand, Victoria (https://experts.colorado.edu/display/fisid_144609)
Associate Professor; PhD, Stanford University

Hodge, Stephen
Professor Emeritus

Hoover, John J (https://experts.colorado.edu/display/fisid_113520)
Assoc Research Professor; PhD, University of Colorado Boulder

Hopewell, Susan Walsh (https://experts.colorado.edu/display/fisid_145039)
Assistant Professor; PhD, University of Colorado Boulder

Hopkins, Kenneth
Professor Emeritus

House, Emma
Professor Emeritus

Jurow, Aachey Susan (https://experts.colorado.edu/display/fisid_129478)
Associate Professor; PhD, University of California-Berkeley

Kirshner, Benjamin R (https://experts.colorado.edu/display/fisid_134707)
Associate Professor; PhD, Stanford University

Kraft, Richard
Professor Emeritus

Lecompte, Margaret D.
Professor Emeritus

Linn, Robert L.
Professor Emeritus

Liston, Daniel P (https://experts.colorado.edu/display/fisid_102033)
Professor; PhD, University of Wisconsin-Madison

Lopez, Enrique J (https://experts.colorado.edu/display/fisid_151426)
Assistant Professor; PhD, Stanford University

McGinley, William (https://experts.colorado.edu/display/fisid_102195)
Associate Professor; PhD, University of Illinois at Urbana-Champaign

McWilliams, Jenna Marie (https://experts.colorado.edu/display/fisid_155195)
Lecturer

Meens, David Eric (https://experts.colorado.edu/display/fisid_145241)
Lecturer

Meyer, Elizabeth Jackson (https://experts.colorado.edu/display/fisid_156354)
Associate Professor; PhD, McGill Univ (Canada)

Molnar, Alex John (https://experts.colorado.edu/display/fisid_148836)
Research Professor; MSW, University of Wisconsin-Milwaukee

Moses, Michele s (https://experts.colorado.edu/display/fisid_141025)
Professor; PhD, University of Colorado Boulder

Nogueron-Liu, Silvia (https://experts.colorado.edu/display/fisid_155783)
Assistant Professor; PhD, Arizona State University

O’Connor, Kevin C (https://experts.colorado.edu/display/fisid_148490)
Assistant Professor; PhD, Clark University

Otero, Valerie K (https://experts.colorado.edu/display/fisid_118377)
Professor; PhD, University of California-San Diego

Penuel, William Richard (https://experts.colorado.edu/display/fisid_149719)
Professor; PhD, Clark University

Polman, Joseph Louis (https://experts.colorado.edu/display/fisid_151296)
Professor; PhD, Northwestern University

Ramirez, Karen E. (https://experts.colorado.edu/display/fisid_116951)
Instructor; PhD, University of Illinois at Urbana-Champaign

Shapiro, Ryan Benjamin (https://experts.colorado.edu/display/fisid_156418)
Assistant Professor; PhD, Northwestern University

Shepard, Lorrie A (https://experts.colorado.edu/display/fisid_105949)
Distinguished Professor; PhD, University of Colorado Boulder

Sideris, Sabrina C (https://experts.colorado.edu/display/fisid_120493)
 Courses

Education

EDUC 1500 (1) Success Strategies in Higher Education
Introduces students to learning theories and a range of college success strategies to deepen their engagement with their academic work. Students will learn metacognitive practices to identify the values and aims driving their academic ambitions and craft their most successful path through their undergraduate experience.

Repeatable: Repeatable for up to 2.00 total credit hours.
Grading Basis: Letter Grade
Additional Information: Departmental Category: General Education

EDUC 1580 (3) Energy and Interactions
Engages non-physics majors in hands-on, minds-on activities and labs to investigate the physical world, the nature of science, and how science knowledge is constructed. This introductory course is especially relevant for future elementary and middle school teachers although it will meet the needs of most non-physics and non-science majors. Physics content focuses on interactions and energy.
Equivalent - Duplicate Degree Credit Not Granted: PHYS 1580
Additional Information: Arts Sci Core Curr: Natural Science Non-Sequence
Departmental Category: General Education

EDUC 2020 (1) Step 1: Inquiry Approaches to Teaching
Invites science, mathematics and engineering students to explore teaching as a career by providing first-hand experiences teaching science/math lessons in local elementary classrooms. Introduces theory and practice necessary to design and deliver excellent instruction. Master teachers provide ongoing support and feedback. Meets weekly on CU campus (1.5 hours/week) and involves five visits to an elementary school.
Requisites: Restricted to AMEN, ASTR, BCHM, CHEM, EBIIO, GEOL, IPHY, MATH, MCDB, PHYS, GEEN, NRSC, as Open Option majors, College of Engineering majors, Education minors, EDEL, EDMU, EDEN, EDMA, EDSC, EDSS, EDFR, EDGR, EDLT, EDRU or EDSP majors only.
Additional Information: Departmental Category: General Education

EDUC 2025 (1) Step 1: Inquiry Approach to Teaching in Informal Settings
Invites science, mathematics and engineering students to explore teaching and learning in informal K-12 environments. Introduces theory and practice necessary to design and deliver excellent instruction. Meets weekly on CU campus (1.5 hours/week) and requires participants to work a minimum of five hours with K-12 students at STEM-related special events such as science fairs, after school programs, and science camps.
Requisites: Restricted to AMEN, ASTR, BCHM, CHEM, EBIIO, GEOL, IPHY, MATH, MCDB, PHYS, GEEN, NRSC, Arts and Sciences Open Option majors, College of Engineering majors, or Education minors only.
Additional Information: Departmental Category: General Education

EDUC 2030 (1-2) Step 2: Inquiry-Based Lesson Design
Builds on EDUC 2020 and further develops lesson design and inquiry-based teaching practice. Offers opportunity to explore teaching career and learn about middle school culture. Master teacher provides support as students design and deliver lessons in middle school classrooms. Emphasizes assessment of student learning. Meets weekly on CU campus (1.5 hours/week) and involves five visits to a local middle school.
Requisites: Prereq course of EDUC 2030 (min grade C-). Rstr to AMEN, ASTR, BCHM, CHEM, EBIIO, IPHY, MATH, MCDB, PHYS, GEEN, NRSC, AS Open Option majors, EGR majors, EDUC minors, EDEL, EDMU, EDEN, EDMA, EDSC, EDSS, EDFR, EDGR, EDLT, EDRU or EDSP.
Additional Information: Departmental Category: General Education

EDUC 2050 (1) Step into Humanities Teaching
Invites students in humanities and social sciences to explore teaching as a career by providing first-hand experiences working with children. Introduces theory and practice for the design of text-based, equity-focused instruction. Students receive support and feedback from experienced educators. Meets weekly on CU campus (1.25 hours/week). Requires additional time at a practicum site.
Additional Information: Departmental Category: General Education

EDUC 2125 (3) History of American Public Education
Provides an overview of the history of American education by exploring major reforms efforts from the common school movement to “Nation at Risk.” Examines what intellectuals were thinking about public schools and what ordinary people experienced in them. Assesses how differences in race/ethnicity, class, and power shaped public schools.
Departmental Category: General Education

EDUC 2150 (3) Education in Film
Invites students to engage more deeply with their cultural assumptions and lenses, as well as the cultural practices and beliefs of other distinct groups. Explores themes relating to diversity through works of fiction, cultural contexts, contemplative practices, poetry, music and experiential activities.
Additional Information: Departmental Category: General Education

EDUC 2400 (3) Cultural Diversity and Awareness
Enhances students’ self-awareness in a variety of educational and cultural settings. Investigates self within a cultural context, inviting students to engage more deeply with their cultural assumptions and lenses, as well as the cultural practices and beliefs of other distinct groups. Explores themes relating to diversity through works of fiction, cultural contexts, contemplative practices, poetry, music and experiential activities.
Additional Information: Departmental Category: General Education
EDUC 2625 (3) Teaching English as a Second Language
Exposes students to strategies used to teach English as a second or foreign language. Covers both theoretical and applied aspects of language learning and teaching. Exposes students to techniques, activities, strategies and resources to plan instruction for students learning English as a second language. Emphasizes oral language development, literacy and content-area instruction for teaching K-12 students.
Additional Information: Departmental Category: General Education
EDUC 2800 (1-3) Special Topics
Designed to meet needs of students with topics of interest.
Repeatable: Repeatable for up to 12.00 total credit hours.
Additional Information: Departmental Category: General Education
EDUC 2910 (1-3) Field Practicum 1
Offers supervised campus and off-campus experiences tied to course work in the INVST program. See also EDUC 2920.
Repeatable: Repeatable for up to 6.00 total credit hours. Allows multiple enrollment in term.
Additional Information: Departmental Category: General Education
EDUC 2919 (3) Renewing Democracy in Communities and Schools
Examines curriculum theory, K-12 reform, and the concepts of citizenship, democracy, power, and diversity through classroom discussion and participation in a school-based Public Achievement program. Students will dialogue with diverse groups of people; identify multiple perspectives around controversial issues; and learn to use research and writing to articulate public problems and advocate for their solutions.
Equivalent - Duplicate Degree Credit Not Granted: INVS 2919
Repeatable: Repeatable for up to 6.00 total credit hours.
Additional Information: Arts Sci Core Curr: Human Diversity
Departmental Category: General Education
EDUC 2920 (1-3) Field Practicum 2
Offers supervised campus and off-campus experiences tied to course work in the INVST program. See also EDUC 2920.
Repeatable: Repeatable for up to 6.00 total credit hours. Allows multiple enrollment in term.
Additional Information: Departmental Category: General Education
EDUC 3013 (3) School and Society
Introduces students - both future teachers and those simply interested in education - to pressing issues surrounding education within the United States. The course reveals the complex relationship between schools and the larger society of which they are a part. Examines issues of diversity and equity from different disciplinary lenses, including history, philosophy, sociology and anthropology.
Requisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only.
Additional Information: Arts Sci Core Curr: Human Diversity
Arts Sci Core Curr: Contemporary Societies
Departmental Category: General Education
EDUC 3570 (3) Learning With Technology In and Out of School
Examines ways digital media are changing the way young people learn, play, make friends, and participate in civic life. Studies widely implemented digital tools intended to support literary, math, and science learning of children ages 4-18. Involves brief internship (5 hours outside class) and design projects that integrate these tools to transform in either a classroom or after-school program.
Additional Information: Departmental Category: General Education
EDUC 3621 (1-3) Art for the Elementary Teacher
Introduces elementary education students to art education. Introduces many visual art techniques, art media and processes used in art education. Includes hands-on studio art experiences in a format that supports subjects such as literature, writing, music and social studies. Emphasizes the role of art education and materials in supporting the artistic development and visual literacy of children. Department enforced prerequisite: completion of 30 hours of course work.
Requisites: Restricted to School of Education (EDUC) undergraduates only
Additional Information: Departmental Category: Elementary Education
EDUC 4015 (3) International / Comparative Education
Comparatively studies education in other countries, emphasizing its role in developing nations, with an emphasis on successful models in basic literacy, primary education, secondary curriculum and teacher education. Analyzes political, social and economic policies and ideologies for their relevance to the development process, including the role of international organizations: World Bank, UNICEF, UNESCO, Peace corps and Volunteer Agencies.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5015
Additional Information: Departmental Category: General Education
EDUC 4023 (3) Differentiating Instruction in Diverse Secondary Classrooms
Focuses on teaching culturally and linguistically diverse students, special education students, and differentiation in the classroom. Emphasizes evidence-based teaching practices and programmatic interventions that support student learning. Includes practicum.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 4351
Requisites: Restricted to EDEN, EDFR, EDGR, EDIT, EDJP, EDLT, EDMA, EDMU, EDSC, EDRU, EDSP EDSS or MMED majors only.
Additional Information: Departmental Category: Secondary Education
EDUC 4050 (3) Knowing and Learning in Mathematics and Science
Explores current theories of learning in mathematics and science at the secondary level. This course focuses on learners’ opportunities to learn mathematics and science in a classroom context from the perspective of different theoretical orientations. Students examine their own assumptions about learning, and critically examine the needs of a diverse student population in the classroom.
Requisites: Restricted to AMEN, ASTR, BCHM, CHEM, EBIO, GEOL, IPHY, MATH, MCD, MCDB, PHYS, GEEN, NRSC, Arts and Sciences Open Option majors, College of Engineering majors, or Education minors only.
Additional Information: Departmental Category: Secondary Education
EDUC 4060 (3) Classroom Interactions
Students design and implement instructional activities informed by what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of classroom artifacts. Students examine how content and pedagogy combine to make effective teaching. Students are required to work in a classroom 4 hours per week.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5060
Requisites: Restricted to School of Education (EDUC), Mathematics-Secondary Education (EDMA) or Science-Secondary Education (EDSC) majors only.
Additional Information: Departmental Category: Secondary Education
EDUC 4112 (3) Educational Psychology and Adolescent Development
Analyzes fundamental concepts from psychology and the learning sciences to understand how educators can support youth development in and out of school. Includes service learning requirement.
Equivalent - Duplicate Degree Credit Not Granted: PSYC 4114
Requisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only.
Additional Information: Departmental Category: Secondary Education

EDUC 4125 (3) Secondary World Language Methods
Presents and discusses issues in secondary school curriculum, instruction, and classroom management as they play out in world language classroom. Examines, analyzes, and evaluates a variety of teaching strategies, their effectiveness for students, and teacher dispositions to facilitate learning. Includes in-school experiences.
Requisites: Restricted to EDEN, EDGR, EDIT, EDJP, EDLT, EDMA, EDMU, EDSC, EDRI, EDSP, EDSS or MMED majors only.
Additional Information: Departmental Category: Secondary Education

EDUC 4135 (3) Story and Memoir
Explores narrative theory and the epistemological/stylistic commitments of stories as the basis for writing memoir, as well as for studying the written and spoken memoirs of others. We use the word memoir to mean a story of "how one remembers one's own life." Introduces and discusses narrative theory and selected memoirs. Students engage in reflection on their own narrative-making processes and evaluate their practical and analytic understanding of daily narrative practice.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5135
Additional Information: Departmental Category: Secondary Education

EDUC 4161 (1-3) Children's Literature
Addresses reading and evaluation of books, children's, interests, authors and illustrators, folk literature, multicultural literature, modern fanciful tales, and trends.
Additional Information: Departmental Category: General Education

EDUC 4222 (3) Language Study for Educators
Focuses on the nature of linguistic development and performance. Examines works that reflect a range of scholarly approaches to language study, explores language use both in and out of school, takes up the relationships between language practices and power and considers implications for classroom teaching.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5222
Additional Information: Departmental Category: General Education

EDUC 4232 (3) Language and Literacy across the Curriculum
Explores the relationship between language and learning in math and science classrooms with the goal of developing teaching practices that engage students in using language as a tool for understanding and constructing meaning across the curriculum. Explores how language/literacy take on different forms and functions in different social contexts and academic disciplines.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5235
Requisites: Restricted to undergraduate Science-Secondary Education (EDSC) or Mathematics-Secondary Education (EDMA) majors only.
Additional Information: Departmental Category: Secondary Education

EDUC 4295 (4) Reading and Literacy in the Secondary Classroom
Examines ways in which adolescents develop literacy through reading, writing, speaking, viewing, and listening. Students learn to plan and organize literacy instruction based on ongoing assessment, to draw on and develop learner's linguistic skills related to reading, to support learner's reading comprehension skills, and to support their learning through oral language development.
Requisites: Requires a corequisite course of EDUC 4342 or EDUC 5345. Restricted to undergraduate English - Secondary Education (EDEN) or English - Secondary Education (EDSS) majors only.
Additional Information: Departmental Category: Secondary Education

EDUC 4311 (3) Children's Literature and Literacy Engagement in Elementary Schools
Focuses on teaching children's literature in elementary schools & youth organizations. Participants will understand theoretical and developmental processes associated with literacy learning, methods for teaching literature in a diverse society, and the integration of classroom instruction with the Colorado Academic Content Standards that foster such processes.
Requisites: Restricted to Elementary Education (EDEL) or Education (EDUC-MIN) students only.
Additional Information: Departmental Category: Elementary Education

EDUC 4312 (3) Perspectives on Science
Explores contemporary ideas and issues in the history, philosophy and sociology of science education and science, science as a social and cultural activity and how contemporary issues in science relate to and impact educational practice.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5315
Additional Information: Departmental Category: General Education

EDUC 4318 (3) The Nature of "English Language Arts"
Considers historical and ongoing controversies concerning the nature of "English" as an academic field of study and of "English Language arts" as a school subject. Integrates understandings of subject-matter specialization, of approaches to teaching this contested subject, and of the diverse learners that teachers seek to prepare for 21st century literacies.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5318
Additional Information: Departmental Category: General Education

EDUC 4320 (3) Reading Instruction for Elementary Schools
Participants will engage theories and processes of literacy learning, reading development, and equity-oriented teaching. Students will learn, develop, and enact instructional strategies and lessons to support all students' successful participation in a range of print and multimodal literacy practices embedded in reading instruction in elementary classrooms.
Requisites: Requires corequisite course of EDUC 4321. Restricted to Elementary Education (EDEL) majors only.
Additional Information: Departmental Category: Elementary Education

EDUC 4321 (3) Writing Instruction for Elementary Schools
Participants will engage theories and processes of literacy learning, writing development, and equity-oriented teaching. Students will learn, develop, and enact instructional strategies and lessons to support all students' successful participation in a range of multimodal literacy practices embedded in writing instruction in elementary classrooms.
Requisites: Requires corequisite course of EDUC 4320. Restricted to Elementary Education (EDEL) majors only.
Additional Information: Departmental Category: Elementary Education
EDUC 4331 (3) Elementary Social Studies Methods
Prepares teacher education candidates for teaching social studies in a social justice and equity context. Participants will understand theoretical and developmental processes associated with social studies learning, culturally responsive teaching pedagogy in social studies, methods for teaching social studies in a diverse society, and the integration of classroom instruction with the Colorado Academic Content Standards.
Requisites: Requires corequisite courses of EDUC 5215 and EDUC 4341. Restricted to Elementary Education (EDEL) majors only.
Additional Information: Departmental Category: Elementary Education

EDUC 4341 (3) Elementary Reading Assessment and Instruction
Builds on knowledge and teaching practices introduced in EDUC 4320. Addresses five critical components of reading. Refines understanding of research-based practices for diagnostic assessments and intervention, and teaching strategies for elementary age learners. Prepares candidates to deliver a comprehensive reading curriculum in the elementary grades.
Requisites: Requires corequisite courses of EDUC 4331 and EDUC 5215. Restricted to Elementary Education (EDEL) majors only.
Additional Information: Departmental Category: Elementary Education

EDUC 4342 (3) Writing in Humanities Classrooms
Fosters understandings of diverse students' writing processes and the development of a repertoire of research-based teaching practices. Emphasizes writing as a tool for both developing and communicating understandings across a range of settings.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5345
Requisites: Requires a corequisite course of EDUC 4295 or EDUC 5295. Restricted to English - Secondary Education (EDEN) or English - Secondary Education (EDSS) majors only.
Additional Information: Departmental Category: Secondary Education

EDUC 4351 (3) Differentiating Instruction in Diverse Elementary Classrooms
Focuses on differentiating and individualizing instruction for elementary school students including culturally, linguistically and ability diverse students. Includes theoretical and practical orientations to planning instruction and assessment as well as providing information regarding teachers’ and families’ legal rights and responsibilities. Includes hands-on experiences in elementary school settings.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 4023
Requisites: Requires corequisite course of EDUC 5205. Restricted to Music (EDMU) Education majors or Elementary (EDEL) majors only.
Additional Information: Departmental Category: Elementary Education

EDUC 4411 (3-4) Educational Psychology for Elementary Schools
Integrates theories and ideas from elementary school child development, educational psychology and the learning sciences. Explores theories of learning and child development and considers implications for teaching, student engagement and the design of equitable and effective learning environments. Students are required to attend a practicum off-site for this class.
Requisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only.
Additional Information: Departmental Category: General Education

EDUC 4425 (3) Introduction to Bilingual/Multicultural Education
Provides a comprehensive survey of bilingual-multicultural education programs for language minority students. Includes an overview of the history and legislation related to bilingual education and English as a second language. Presents various models, philosophies, and theoretical underpinnings of bilingual education and ESL.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5425
Additional Information: Departmental Category: General Education

EDUC 4460 (3) Teaching and Learning Physics
Learn how people understand key concepts in physics. Through examination of physics content, pedagogy and problems, through teaching, and through research in physics education, students will explore the meaning and means of teaching physics. Students will gain a deeper understanding of how education research is done and how people learn. Useful for all students, especially for those interested in physics, teaching, and education research.
Equivalent - Duplicate Degree Credit Not Granted: EDUC 5460 and PHYS 4460 and PHYS 5460
Requisites: Requires prerequisite courses of PHYS 3210 and PHYS 3310 (all minimum grade C).
Additional Information: Departmental Category: Graduate Education

EDUC 4513 (2) Education and Practice
Meets during student teaching assignment. Includes topics of concern to teachers, such as classroom organization and management, lesson planning, assessment, preparation of edTPA, etc.
Requisites: Requires corequisite course of EDUC 4691 or 4712 or 4722. Restricted to EDEL, EDEN, EDFR, EDGR, EDJP, EDLT, EDMA, EDRU, EDSC, EDSP or EDSS majors only.
Additional Information: Departmental Category: General Education

EDUC 4610 (2-3) Math and Science Education
Introduces learning theory and teaching practices for mathematics and science learning assistants. Presents theoretical issues such as conceptual development, questioning techniques, cooperative learning, nature of math/science and argumentation in mathematics and science. Department enforced prerequisite: students admitted to the Learning Assistant program.
Additional Information: Departmental Category: General Education

EDUC 4691 (10) Student Teaching: Elementary School 1
Kindergarten through sixth grades. Department enforced prerequisite: completion of all education and content-specific arts and sciences requirements, and passing required licensure exam.
Requisites: Requires corequisite course of EDUC 4513. Restricted to Elementary Education (EDEL-LICU or LICG) majors only.
Grading Basis: Pass/Fail
Additional Information: Departmental Category: General Education

EDUC 4712 (10) Student Teaching: Secondary School
Student teacher apprentices in a middle/junior or senior high school. Must be admitted to a secondary teacher education program in English, Japanese, Latin, math, Russian, science or social studies. Department enforced prerequisites: completed all education and content-specific arts and science courses and passed required licensure exam.
Requisites: Requires corequisite course of EDUC 4513. Restricted to EDEN, EDJP, EDLT, EDMA, EDRU, EDSC or EDSS (LICU or LICG) majors only.
Grading Basis: Pass/Fail
Additional Information: Departmental Category: General Education

EDUC 4716 (3) Basic Statistical Methods
Introduces descriptive statistics including graphic presentation of data, measures of central tendency and variability, correlation and prediction, and basic inferential statistics, including the t-test.
Additional Information: Departmental Category: General Education
EDUC 4722 (5) Student Teaching: Secondary School 2
Student teacher apprentices in a middle/junior high or senior high school. Department enforced prerequisites: completed all education and content-specific arts and sciences courses and passed required licensure exam. 
**Requisites:** Requires corequisite course of EDUC 4513. Restricted to EDMU (LICU or LICG) majors only.
**Grading Basis:** Pass/Fail
**Additional Information:** Departmental Category: General Teacher Education

EDUC 4732 (4-12) Student Teaching K-12
Required experience for music students seeking education at both elementary and secondary levels. Department enforced prerequisites: completed all education and content-specific music courses and passed required licensure exam.
**Requisites:** Requires corequisite course of MUSC 4193. Restricted to EDMU (LICU or LICG) majors only.
**Grading Basis:** Pass/Fail
**Additional Information:** Departmental Category: General Teacher Education

EDUC 4742 (9) Student Teaching: Secondary for Engineers
Student teacher apprentices in a middle/junior or senior high school. Must be admitted to a secondary teacher education program in English, Japanese, Latin, math, Russian, science or social studies. Department enforced prerequisites: completed all education and content-specific arts and sciences courses and passed required licensure exam.
**Requisites:** Requires a prerequisite course of EDUC 4513 or EDUC 4050 (minimum grade C). Restricted to EDMU or EDSC majors only.
**Grading Basis:** Pass/Fail
**Additional Information:** Departmental Category: Secondary Education

EDUC 4800 (1-9) Special Topics
Designed to meet needs of students with topics of pertinent interest. 
**Repeatable:** Repeatable for up to 18.00 total credit hours. Allows multiple enrollment in term.
**Additional Information:** Departmental Category: General Education

EDUC 4810 (1-9) Special Topics
**Repeatable:** Repeatable for up to 18.00 total credit hours. Allows multiple enrollment in term.
**Additional Information:** Departmental Category: General Education

EDUC 4811 (3) Teaching and Learning Biology
Provides an introduction to recent research into student learning on the conceptual foundations of modern biology, together with pedagogical methods associated with effective instruction and its evaluation. Students will be involved in active research into conceptual and practical issues involved in biology education, methods to discover student preconceptions, and the design, testing and evaluation of various instructional interventions.
**Equivalent - Duplicate Degree Credit Not Granted:** EDUC 6811 and MCDB 4811 and MCDB 5811
**Additional Information:** Departmental Category: Graduate Education

EDUC 4822 (3) Teaching and Learning Chemistry
Explores issues related to how people learn and teach chemistry. Reviews high school and early college chemistry concepts both from the content and pedagogical perspectives. Delves into the chemistry education research, education, psychology, and cognitive science literature. Provides an opportunity to observe and/or teach K-12 or college chemistry classes.
**Requisites:** Requires prerequisite course of CHEM 1133 or CHEM 2100 or CHEM 1371 (minimum grade C).
**Additional Information:** Departmental Category: General Education

EDUC 4831 (3) Advanced Peer Education
Second semester of an academic year's training for students interested in peer counseling. Expand upon what you learned in ARSC 2274. Focus on presentations, leadership, and group facilitation. Basic group leadership, facilitation theory, and technique taught. Co-create and co-lead your own small groups/presentations for other CU students. Offered only spring semesters.
**Requisites:** Requires prerequisite course of ARSC 2274 (minimum grade D-).
**Additional Information:** Departmental Category: General Education

EDUC 4833 (3) Teaching and Learning Earth Systems
Learn and develop pedagogically effective strategies for teaching and understanding Earth Science concepts. Particular emphasis is placed on understanding the importance of geoscience habits of mind (i.e. spatial/temporal reasoning, multiple working hypotheses, geographic context). Focuses upon inquiry and evaluation of evidence, the importance of background knowledge and misconceptions, and developing effective discourse within and outside the classroom.
**Requisites:** Requires prerequisite course of ATOC 1060 or ENVS 1000 or GEOL 1020 or GEOL 1060 (minimum grade C-).
**Grading Basis:** Letter Grade
**Additional Information:** Departmental Category: General Teacher Education

EDUC 4840 (1-4) Independent Study
Repeatable: Repeatable for up to 6.00 total credit hours. Allows multiple enrollment in term.
**Additional Information:** Departmental Category: General Education

EDUC 4910 (3) Peer Counseling Practicum
Controlled enrollment. Credit given for peer counseling activities. Students are selected to participate in this class and act as peer counselors or TAs for the peer counseling training. Repeatable up to 9 total credit hours.
**Repeatable:** Repeatable for up to 9.00 total credit hours.
**Additional Information:** Departmental Category: General Education

EDUC 4912 (1) Practicum in Teacher Education
Provides in-school practicum experience.
**Repeatable:** Repeatable for up to 3.00 total credit hours. Allows multiple enrollment in term.
**Grading Basis:** Pass/Fail
**Additional Information:** Departmental Category: General Teacher Education

**INVST Community Studies**
**INVST 1000 (4) Responding to Social and Environmental Problems Through Service Learning**
By integrating theory with required community service, students explore how problems are shaped by cultural values and how alternative value paradigms affect the definition of problems in areas such as education and the environment. Students examine different approaches to solving problems and begin to envision new possibilities.
**Additional Information:** GT Pathways: GT-SS3 - Soc Behav Sci-Hmn Behav, Cult, Soc Frame
Arts Sci Core Curr: Ideals and Values
Departmental Category: Invst Community Studies
INVS 1513 (3) Civic Engagement: Using the Electoral Process as a Tool for Social Change
Designed to educate and inspire civic engagement primarily in the area of electoral politics. Examines various explanations of why people participate in the electoral process and whom they choose to support. Develops the practical skills necessary to participate successfully in the electoral arena. Through a service component, the course provides experience working on a campaign and mobilizing others to participate in the electoral process.

Additional Information: Departmental Category: Invst Community Studies

INVS 2005 (2) Puksta Scholars Practicum
Integrates critical reflection and community-based experiences for undergraduates in the Puksta Scholars Program. This two-semester course will focus on the development of knowledge, attitudes and skills to productively engage the public realm. Examines topics includes ethical leadership, frameworks for social action, project design and participatory action research.

Repeatable: Repeatable for up to 8.00 total credit hours. Allows multiple enrollment in term.

Grading Basis: Letter Grade

INVS 2919 (3) Renewing Democracy in Communities and Schools
Examines concepts of activism, citizenship, democracy, power, and diversity through classroom discussions and participation in a local K-12 school’s Public Achievement Project. Through community-based partnerships, students will develop leadership skills; dialogue with diverse groups of people; identify multiple perspectives around controversial issues; and learn to use research and writing to articulate public problems and advocate for their solutions.

Equivalent - Duplicate Degree Credit Not Granted: EDUC 2919

Repeatable: Repeatable for up to 6.00 total credit hours.

Additional Information: Arts Sci Core Curr: Human Diversity

INVS 2989 (3) Dialogue Across Difference
Provides practical facilitation training that equips students to be change makers in any setting. Students examine models of dialogic communication and theories of intergroup relations to understand how dialogue can build deeper understanding of self/others, reinvigorate democratic values and foster a more just society. Through hands-on experience participating in, observing, and leading dialogue, students learn to facilitate dialogue among their peers.

Grading Basis: Letter Grade

INVS 3000 (3-4) Innovative Approaches to Contemporary Issues through Service Learning
Explores creative approaches for solving complex social and environmental issues, with a focus on peace and population. Students analyze the root causes of issues in theoretical and historical contexts, and develop their understanding of effective and innovative approaches to change. This course has a requirement of community service.

Recommended: Requisite upper-division status.

Additional Information: Arts Sci Core Curr: Contemporary Societies

INVS 3041 (3) Self and Consciousness
Explores human development from a psychosocial perspective, focusing on the interplay between psychological patterns and social forms. Issues such as self-image and social consciousness are studied within the larger context of individual and collective forces leading to transformation.

Equivalent - Duplicate Degree Credit Not Granted: SOCY 3041

Requisites: Requires prerequisite courses of SOCY 1001 and SOCY 3001 or SOCY 3011 (all minimum grade D-).

Additional Information: Departmental Category: Invst Community Studies

INVS 3100 (3-4) Multicultural Leadership: Theories, Principles and Practices
Focuses on leadership theories and skills necessary for effectiveness in multicultural settings. Students gain understanding of traditional and culturally diverse approaches to leadership and change through comparative analyses of Western and non-Western theories and practices. Community service required.

Equivalent - Duplicate Degree Credit Not Granted: ETHN 3201

Additional Information: Arts Sci Core Curr: Human Diversity

INVS 3302 (3) Facilitating Peaceful Community Change
Students gain knowledge and skills that enable them to become effective agents of community change. Focuses on understanding the processes of community building with a multicultural emphasis. Students are encouraged to apply their own life experiences and to examine themselves as potential change agents.

Equivalent - Duplicate Degree Credit Not Granted: WGST 3302

INVS 3402 (3) Implementing Social and Environmental Change
Examines grassroots innovation as a means for creating comprehensive, solution-based strategies to address social and environmental problems. Students develop an understanding of the root causes of problems, identify how changes are initiated at the grassroots level, and learn the theory and practice of effective and responsible change efforts.

INVS 3931 (3) The Community Leadership Internship, Part 1
Develops students’ competencies as community leaders working for a just and sustainable world. Under the supervision of an instructor and a community supervisor, students learn organizational leadership skills by serving as volunteer staff members at community-based organizations. Required requisite, admission into INVST CLP.

Repeatable: Repeatable for up to 6.00 total credit hours.

INVS 3932 (3) Community Leadership Internship, Part 2
Develops students’ competencies as community leaders working for a just and sustainable world. Under the supervision of an instructor and a community supervisor, students learn organizational leadership skills by serving as volunteer staff members at community-based organizations. Required requisite, membership in INVST CLP.

Repeatable: Repeatable for up to 6.00 total credit hours.

Requisites: Requires prerequisite course of INVS 3931 (minimum grade D-).

Additional Information: Departmental Category: Invst Community Studies

INVS 4302 (3) Critical Thinking in Development
Exposes students to current issues in the political economy of development. Subjects range from globalization, democratization and economic development. Specifically explores the international and domestic determinants of economic development with special reference to currency markets, foreign direct investment, trade, and democratization.

Equivalent - Duplicate Degree Credit Not Granted: PSCI 4732

Requisites: Requires prerequisite courses of PSCI 2012 or IAFS 1000 and ECON 2010 and 2020 (all minimum grade D-).

Recommended: Prerequisite one upper-division PSCI course.

Additional Information: Arts Sci Core Curr: Contemporary Societies
INVS 4402 (3) Nonviolent Social Movements
Explores theories of democracy and development in relation to movements for nonviolent social change. Focuses on means and ends, spirituality, leadership, decision-making, civil society, cooperative economics, ecology and decentralized powers.

**Requisites:** Restricted to students with 87-180 credits (Senior, Fifth Year Senior) Sociology (SOCY) or Political Science (PSCI) majors only.

**Additional Information:** Departmental Category: Invst Community Studies

INVS 4919 (1-2) Teaching Social Justice for Public Achievement
Participate as teaching assistants for the practicum course INVS 2919. Focusing on the issues of democratic education, diversity, social justice and social change, students learn how to foster undergraduates’ skills as experiential educators.

**Repeatable:** Repeatable for up to 9.00 total credit hours. Allows multiple enrollment in term.

**Requisites:** Requires a prerequisite course of INVS 2919 (minimum grade B).

INVS 4931 (1-6) Community Leadership in Action, Part 1
Develops students’ expertise as community leaders. Under the supervision of an instructor and a community advisor, students design a community-based project.

**Repeatable:** Repeatable for up to 6.00 total credit hours.

**Requisites:** Requires prerequisite courses of INVS 3931 and INVS 3932 (all minimum grade D-).

**Recommended:** Prerequisite admission to INVST CLP.

**Additional Information:** Departmental Category: Invst Community Studies

INVS 4932 (1-6) Community Leadership in Action, Part 2
Develops students’ expertise as community leaders working for a just and sustainable world. Under the supervision of an instructor and a community advisor, students learn organizational and leadership skills by designing, implementing and evaluating a community-based project. First-hand experience provides students with a deepened understanding of the complex issues facing humanity, and competence with solution-based strategies.

**Repeatable:** Repeatable for up to 6.00 total credit hours.

**Requisites:** Requires prerequisite course of INVS 4931 (minimum grade D-).

**Additional Information:** Departmental Category: Invst Community Studies

INVS 4999 (1-4) Teaching Social Justice
Students participate in a service-learning practicum under the supervision of a Community Studies instructor. They explore teaching strategies for implementing concrete educational goals. Focusing on the issues of social justice and social change, they learn how to encourage higher levels of creativity and analysis among students.

**Repeatable:** Repeatable for up to 9.00 total credit hours. Allows multiple enrollment in term.

**Additional Information:** Departmental Category: Invst Community Studies

**LEAD**

LEAD 1000 (3) Becoming a Leader
The foundation course will prepare students to exercise leadership in business, government and community organizations. Introduces leadership skills useful in a variety of settings including community and civic activities. Helps students to improve self awareness, understand multiple theories, recognize moral courage, build analytic and critical thinking skills and adapt leadership practices to different people and contexts.

**Equivalent - Duplicate Degree Credit Not Granted:** MGMT 3030

**Additional Information:** Departmental Category: CU Engage

LEAD 4000 (4) Leadership in Context and Emerging Challenges: A Capstone
Integrates leadership topics and experiences students pursued through the Leadership Studies Minor. Using advanced critical thinking skills, the seminar requires students to evidence their knowledge, competencies and skills related to leadership theory and practice through examining contemporary leadership challenges. Further, the seminar directs students to justify decision-making processes, demonstrating their ability to synthesize prior knowledge to effect desirable, ethical outcomes.

**Requisites:** Requires a prerequisite course of LEAD 1000 or LDSP 1000 (minimum grade C-). Restricted to students with 57-180 credits (Juniors or Seniors).

**Grading Basis:** Letter Grade

**Additional Information:** Departmental Category: CU Engage