

EDUCATION, MASTER OF ARTS

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

The Master of Arts in Education degree program combines online learning with practical and applied learning in the K-12 classroom. The master's candidate must earn and successfully complete 30-45 semester credits of graduate coursework specific to the emphasis or endorsement chosen. A summer on-campus or online program orientation must be completed before coursework is begun.

Upon acceptance to the program, an advisor will be assigned to assist the applicant in developing a degree plan, which includes a graduate capstone or final comprehensive examinations in the form of professional portfolios that are required for graduation.

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

- Elementary Education (K-6)
- Secondary (7-12) Endorsements: Agriculture and Natural Resources; Business and Marketing Education; English Language Arts; Family and Consumer Science; Mathematics; Science; Social Studies; Technology Education
- K-12 Endorsements: Drama and Theatre Arts; Health; Instructional Technology; Music; Physical Education; Visual Arts; World Languages
- Special Education Generalist (K-12)

Program Information

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

- Candidates seeking an initial teaching or principal license will be eligible to apply for an initial license after the first year and can then pursue the additional 16-19 graduate credits to earn a Master of Arts in Education with emphasis in: K-12 Online Teacher Leadership, Reading Leadership, Teacher Leadership, Culturally Linguistically Diverse Education or Educational Administration.
 - A candidate intending to pursue the Master of Arts in Education with endorsement in Culturally and Linguistically Diverse Education will complete the Culturally and Linguistically Diverse added endorsement program as part of the MA degree.
 - A candidate intending to pursue the Master of Arts in Education with emphasis in Educational Administration will complete the Principal Licensure program as part of the MA degree.
- Candidates who already hold a teaching license who are intending to pursue an added endorsement and/or the Master of Arts in Education with emphasis in Educator Effectiveness are required to hold an initial or professional teacher license as a prerequisite for admission. Colorado Department of Education endorsements available for currently licensed teachers are: Reading Specialist, Culturally and Linguistically Diverse Education, Special Education, and Mentor Teacher.

- A candidate intending to pursue the Master of Arts in Special Education will be eligible to apply for a Special Education Generalist license after the first year and can then pursue the additional 10-13 graduate credits towards the MA in Special Education. For more information, please see [Special Education, Master of Arts](#).

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

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

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

- a. Candidate must submit:
 - Proof of fingerprint clearance and background check by state agency
 - Two professional recommendation forms
 - Resume
 - Payment of university application fee
 - Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
 - Personal statement
- b. Candidate must demonstrate knowledge of the content area by:
 - passing a Praxis Subject Assessment (Special Ed. and Elementary Ed. must pass the Praxis Subject Assessment for Elementary Education Content Knowledge #5001); OR
 - a conferred degree in the content area; OR
 - a content evaluation of 24 semester hours of transcribed college coursework.

Additional Requirements for Alternative Teacher Licensure Candidates

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

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

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

- a. Candidate must submit:
 - Proof of fingerprint clearance and background check by state agency
 - Two professional recommendation forms

- Letter from principal or HR office confirming employment as licensed teacher or counselor for two years upon starting the program (Note: This requirement does not apply to Alternative Principal Licensure Candidates.)
- Payment of university application fee
- Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
- Personal statement
- Statement of mentor principal support

Additional Requirements for Alternative Principal Authorization Candidates

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

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

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

To be successful in coursework in this emphasis, the candidate is a practicing teacher working in his or her own classroom while pursuing the program.

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

Provisional Admission to the MA in Education program

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

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

Program Requirements

Teacher Licensure Areas

Students seeking the MA in Education with emphasis in Teacher Leadership, Reading Leadership, or K-12 Online Teacher Leadership must complete 27 credits of coursework in their first year of the MA Program. Students may choose to seek a Colorado Initial License or an added Colorado Endorsement, or to pursue further investigations in their current licensure area. Licensure areas include Elementary, K-12 (Art, Foreign Language, Music, and Physical Education), and Secondary (Business, English, Mathematics, Science, and Social Studies).

Elementary Education Licensure

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

Secondary or K-12 Licensure

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

Education with emphasis in K-12 Online Teacher Leadership, Master of Arts

K-12 Online Teacher Leadership is defined as the work of an individual (an online-teacher leader) teaching online in a virtual school and/or in a blended K-12 learning environment who knows federal and state policies related to online and blended teaching and learning; has advanced knowledge of the development, implementation, and evaluation of quality online teaching and instructional design; and can work effectively with other online or blended instructional staff to meet the targeted learning needs of all students. The K-12 online teacher leader provides professional guidance and expertise to virtual or brick and mortar schools on effective curriculum, instruction, and assessment programs in relation to online and blended learning.

To earn the MA in Education with emphasis in K-12 Online Teacher Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school

practical experience. Already licensed teachers have the option of adding an endorsement in one of the licensure areas above during their first year of study. Successful completion of the K-12 Online Teacher Leadership emphasis will result in earning the MA degree.

Completion of the Emphasis in K-12 Online Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to the following:		
EDUC 621	Creating Effective Online & Blended Learning Environments	3
EDUC 622	Using Data to Plan for Online & Blended Learning and Targeted Interventions	3
EDUC 623	Designing and Delivering Effective Online & Blended Instruction	3
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
Total Credits		43

Education with emphasis in Reading Leadership, Master of Arts

Reading Leadership is defined as the work of an individual (a reading-leader) situated in the classroom or in a school or district-level position who has advanced knowledge of federal and state policies related to literacy; has deep understanding of the development, implementation, and evaluation of scientifically-based reading programs; and can work effectively with other instructional staff to meet the literacy needs of all students. The reading leader provides professional guidance and expertise to classroom teachers, school and/or district literacy curriculum, instruction, and assessment programs; and develops and conducts in-service programs related to literacy.

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

Completion of the emphasis in Reading Leadership

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

EDUC 689	Reading Specialist Internship	3
Total Credits		46

Education with emphasis in Teacher Leadership, Master of Arts

Teacher Leadership is defined as the work of an individual (a teacher-leader) within a school who is regarded as an excellent educator; is well respected by peers; is recognized for his or her leadership capacity; holds a lifelong learning orientation; and has been identified to facilitate, advocate, and advance school reform and improvement of student learning. The work of a Teacher Leader is typically carried out through informal and formal venues and processes; for example, with teachers in their classrooms, and district level task forces, committee, and/or membership in district level professional development projects. In order to earn the MA in Education with emphasis in Teacher Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an endorsement in the licensure areas listed above during their first year of study. Successful completion of the Teacher Leadership emphasis will result in earning the MA degree.

Completion of the emphasis in Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to the following:		
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
Additionally, completion of the Teacher Leadership emphasis requires nine 600 level education elective credits. Students may select 3 courses from the following:		
EDUC 632	Overview of Special Services	
EDUC 669	Formal and Informal Methods of Assessment	
EDUC 681	Instructional Program Evaluation	
EDUC 682	Shaping School Culture	
EDUC 697	Special Topics	
EDUC 697 may only be taken upon instructor approval. Students interested in EDUC 697 must consult with the graduate advisor prior to enrolling in this course.		
Total Credits		43

Education with Endorsement in Culturally and Linguistically Diverse Education, Master of Arts

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

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

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

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

Education with emphasis in Educational Administration, Master of Arts

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

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

Code	Title	Credits
First year Principal Licensure course work requires 25 credits		
EDUC 670	Introduction to School Leadership	4
EDUC 672	Personnel Selection and Development	3
EDUC 673	School Safety and Management	3
EDUC 674	Family and Community Involvement	3
EDUC 675	Student Learning and Accountability	3
EDUC 678	Principal Internship I	3
EDUC 679	Principal Internship II	3
EDUC 683	Legal and Ethical Issues in Education	3
Second Year Administrator Licensure course work requires 12 credits		
EDUC 681	Instructional Program Evaluation	3
EDUC 682	Shaping School Culture	3
EDUC 695	RESOURCE MGMT IN EDUCATION	3
EDUC 696	Engaging External Stakeholders	3
Completion of emphasis in Educational Administration requires 7 credits		
EDUC 680	Action Research for Educational Leaders	4

EDUC 693	Conduct, Reflect, and Present Action Research	3
Total Credits		44

Education with emphasis in Educator Effectiveness, Master of Arts

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

To earn the MA in Education with an emphasis in Educator Effectiveness, the candidate must successfully complete 31 graduate credits of 600-level education coursework. Degree completion also requires a capstone presentation of the candidate's evidence of growth toward their professional growth goals. The capstone presentation will coincide with the end of the candidate's final semester. If additional time is required to complete the capstone, students are required to enroll in one credit hour of EDUC 699: Research Problems to ensure continual progress toward the required capstone presentation.

Candidate will complete 31 credits from the following.

Code	Title	Credits
The following two courses are required:		
EDUC 680	Action Research for Educational Leaders	4
EDUC 693	Conduct, Reflect, and Present Action Research	3
Select 24 credits from the following:		24
EDUC 600	Foundations of Literacy Development	
EDUC 601	Methods and Strategies of Effective Reading Instruction	
EDUC 602	Literacy Assessment Informed Instruction	
EDUC 603	Content Area Learning	
EDUC 606	Reading and Writing Across the Content Areas	
EDUC 607	Rethinking Learning in the 21st Century	
EDUC 608	Methods and Strategies of Effective Writing Instruction	
EDUC 611	Strategies for Teaching Students with Exceptionalities	
EDUC 612	Assessment and Programming	
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	
EDUC 614	Inclusivity with Collaboration	
EDUC 616	Language Acquisition for Linguistically Diverse Students	
EDUC 617	Linguistically Diverse Student Literacies	
EDUC 618	Linguistically Diverse Student Teaching	
EDUC 621	Creating Effective Online & Blended Learning Environments	
EDUC 622	Using Data to Plan for Online & Blended Learning and Targeted Interventions	

EDUC 623	Designing and Delivering Effective Online & Blended Instruction
EDUC 624	Managing to Differentiate
EDUC 625	Relevant Data Analysis to Inform Instruction
EDUC 626	Defining and Defending Evidence of Professional Mastery
EDUC 627	Exploring Educational Technology
EDUC 628	Pedagogies for English Learners
EDUC 629	Inclusion and English Learners
EDUC 630	Inclusivity in the Content Areas
EDUC 631	Inclusive Methods and Strategies for Literacy
EDUC 632	Overview of Special Services
EDUC 633	Differential Literacy Assessment
EDUC 640	Acclimation of Beginning Teachers
EDUC 641	Professional Growth for the Beginning Teacher
EDUC 669	Formal and Informal Methods of Assessment
EDUC 681	Instructional Program Evaluation
EDUC 682	Shaping School Culture
EDUC 684	Materials and Motivation for Reading
EDUC 685	Assessing, Evaluating, and Instructing At-risk and Struggling Readers
EDUC 686	Student-Focused Coaching and Mentoring
EDUC 687	School-Wide Comprehensive Literacy Program Development
EDUC 689	Reading Specialist Internship
EDUC 694	School Law for Teachers
EDUC 695	RESOURCE MGMT IN EDUCATION
EDUC 696	Engaging External Stakeholders
EDUC 697	Special Topics
EDUC 699	Research Problems

Total Credits **31**