

EDUCATION (EDUC)

EDUC 100 Introduction to Libraries3 Credits

Provides a general overview of libraries and their roles in schools and the community. The evolving role of libraries will be explored in the context of professional/school settings, different types of libraries, and the evolution of information, access, and distribution in a digital age.

EDUC 101 Information Literacy3 Credits

A theoretical approach to the flow of information and a practical introduction to the skills necessary to navigate information systems. Print and electronic resources; legal, economic, social and public aspects of information resources; strategies for critical evaluation of information resources; library services and resources.

EDUC 115 What It Means To Be An Educator1 Credit

Overview of the teacher education program, profession and what it means to be an educator. Introduction to social, legal, historical, political, theoretical, and philosophical foundations of education. Course time will include school and educational services visitations. Please note: Students must earn a grade of A or B in this class if they desire to be admitted to the Teacher Education program.

Prerequisites: ENGL 111.

EDUC 150 American Education: Past, Present, and Future3 Credits

An honors course that includes an historical view of public and private education; current challenges; demographic, sociological, technological, and economic trends and their effects on education; educational reform; comparative education systems; and future directions for public and private schooling in America.

EDUC 196 Topics1-3 Credits

Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 215 Teaching as a Profession1 Credit

Overview of the teacher education program and profession. Introduction to schools, curriculum and instruction, accountability, learning environments, developing professionalism, and theoretical and philosophical foundations of education. Course time will include school and educational services visitations. This is an on-campus course that is web-enhanced, meaning we meet face-to-face each week AND we have a web-based course site (D2L) to support the classroom environment. Please note: Students must earn a grade of A or B in this class if they desire to be admitted to the Teacher Education program.

Prerequisites: EDUC 115.

EDUC 301 Emergent Literacy for Early Childhood3 Credits

Exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum from birth to kindergarten. Survey of current research in emergent language and literacy including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum and ongoing assessment. Includes a minimum of 20 hours of field experience.

Prerequisites: EDUC 340 and Admission to Teacher Education Program.

EDUC 311 Creative and Physical Expressions for Children3 Credits

Facilitation of children's creative and physical expression and problem solving in music, art, drama, games, movement, and dance.

Prerequisites: Admission to the Teacher Education Program.

EDUC 340 Pedagogical and Assessment Knowledge for Teachers: Early Childhood, Birth - 8 years3 Credits

Exploration of age/grade level teaching strategies, motivation principles, informal and formal assessments, planning strategies, and classroom management techniques. Includes a minimum of 20 hours of field experience.

Prerequisites: Admission to the Teacher Education Program or permission of instructor.

EDUC 341 Pedagogy and Assessment: K-6/Elementary3 Credits

Exploration of age/grade level teaching strategies, motivation principles, informal and formal assessments, planning strategies, and classroom management techniques. Includes a minimum of 20 hours of field experience.

Prerequisites: Admission to the Teacher Education Program.

Corequisites: EDUC 343.

EDUC 342 Pedagogy and Assessment: Secondary and K-123 Credits

Exploration of age/grade level teaching strategies, motivation principles, informal and formal assessments, planning strategies, and classroom management techniques. Includes a minimum of 20 hours of field experience.

Prerequisites: Admission to the Teacher Education Program.

Corequisites: EDUC 343.

EDUC 343 Teaching to Diversity3 Credits

Study of differences in student development and approaches to learning. Addresses ethnic, linguistic, gender, sexuality, socioeconomic, ability/disability, and community diversity. Includes a minimum of 20 hours of field experience.

Prerequisites: Admission to the Teacher Education Program.

Corequisites: EDUC 340 or EDUC 341 or EDUC 342.

EDUC 374 Exceptional and English Language Learners in the Inclusive Classroom3 Credits

Study of exceptionalities and English Language Learner (ELL) characteristics. The use of strategies for identifying, adapting, accommodating, and/or modifying the learning environment to meet the various needs. Includes intellectually challenged, learning disabled, social/emotional disorders, physically disabled, gifted, and English language learners.

Prerequisites: EDUC 343 with a grade of "B" or higher or may be taken concurrently with EDUC 340.

Terms Typically Offered: Fall.

EDUC 378 Technology for K-12 Educators1 Credit

Digital technology's role in the teaching/learning process. Engaging technology in the classroom. Topics include New Literacies, Web 2.0 tools, e-books, interactive presentation tools, et al.

Prerequisites: Admission to Teacher Education Program.

EDUC 395 Independent Study1-3 Credits

Course may be taken multiple times up to maximum of 6 credit hours.

EDUC 396 Topics1-3 Credits

Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 440 Methods of Teaching Language and Literacy: EC3 Credits

Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum, and ongoing assessment in instruction. Includes a minimum of 40 hours of field experience.

Prerequisites: Admission to the Teacher Education Program; EDUC 340 or EDUC 341.

Terms Typically Offered: Fall, Spring.

EDUC 441 Methods of Teaching Language and Literacy: Elementary3 Credits

Exploration of student literacy development in multiple literacies, with a focus in fluency and comprehension. Study and application of instructional strategies for the reading/writing processes, vocabulary development, spelling development, comprehension strategies, reading and writing workshops, literacy assessment, and integration across the content areas. Field placements will be in a lab school environment for two mornings of school per week. Includes a minimum of 80 hours field experience.

Prerequisites: Admission to the Teacher Education Program, EDUC 340 and/or EDUC 341 and EDUC 343.

EDUC 442 Integrating Literacy Across the Curriculum: Secondary and K-12 Art3 Credits

Exploration of multiple forms of student literacies. Study and application of instructional strategies for various literary genres across the middle school and high school curriculum with a focus in philosophical and theoretical perspectives from multicultural texts. Candidates develop a fully integrated unit to implement in field study. Includes a minimum of 60 hours of field experience.

Prerequisites: Admission to the Teacher Education Program, EDUC 342, and EDUC 343.

Terms Typically Offered: Fall, Spring.

EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary3 Credits

Prepares students to teach mathematics to elementary age students. Focus on major concepts, procedures, and reasoning processes that define number systems and number sense, geometry, measurement, statistics and probability, and algebra. Theoretical and practical approaches support learning about standards, content, delivery, and assessment. Field placements will be in a lab school environment for three afternoons of school per week. Includes a minimum of 60 hours of field experience.

Prerequisites: Admission to the Teacher Education Program, EDUC 340 and/or EDUC 341, EDUC 343, MATH 105, MATH 205, and MATH 301.

Corequisites: EDUC 471.

EDUC 461 Methods of Teaching Science and Social Studies: Early Childhood/Elementary3 Credits

Study and application of content standards in science, health, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas. Field experiences are incorporated into the math/literacy block during three school days per week.

Prerequisites: Admission to the Teacher Education Program, EDUC 340 and/or EDUC 341, EDUC 343.

Corequisites: EDUC 471.

EDUC 471 Educational Assessment for the K-12 Educator1 Credit

Current principles of assessment in the K-12 classroom. Includes selecting, developing, and evaluating a variety of assessment methods/types in the various content areas. Discuss how to analyze, interpret, and communicate assessment results with administrators, families, and students for the purposes of making instruction/curricular decisions.

Prerequisites: EDUC 341 or EDUC 342, and EDUC 343.

Corequisites: EDUC 441, EDUC 451, EDUC 461, or permission of instructor.

EDUC 475 Classroom Management for K-12 Educators1 Credit

Effective classroom management. Establish productive classroom climate. Applications of management techniques to help students become responsible for their behaviors and choices. Student motivation, positive student-teacher relationships, effective partnerships between parents and school. Includes strategies to minimize and prevent classroom and behavior management problems as well as time management techniques.

Prerequisites: EDUC 342 or EDUC 440.

Terms Typically Offered: Fall, Spring.

EDUC 495 Independent Study1-3 Credits

Course may be taken multiple times up to maximum of 6 credit hours.

EDUC 496 Topics1-3 Credits

Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 497 Content Methodology Practicum3 Credits

Theory and practice of differentiated instruction, lesson study design and implementation, and basic concepts of Understanding by Design. Introduction to comprehensive school reform and curriculum design, as well as a focus on the improvement of teaching methodology across the curriculum. Includes a minimum of 80 hours of field experience.

Prerequisites: Admission to the Teacher Education Program, EDUC 342 and EDUC 343, and completion of all content area courses.

Corequisites: EDUC 442 and EDUC 497A/EDUC 497B/EDUC 497C/EDUC 497D/or EDUC 497E as required by degree.

Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 497A Methods of Teaching Secondary English2 Credits

Theory and practice of teaching English language arts in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in reading comprehension, language, linguistics, comprehension, and rhetoric. Lesson preparation and presentation required.

Prerequisites: Admission to Teacher Education Program.

Corequisites: EDUC 442 and EDUC 497, or EDUC 342 and EDUC 343.

Terms Typically Offered: Fall.

EDUC 497B Methods of Teaching Secondary Social Sciences2 Credits

Theory and practice of teaching history and the social sciences in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in United States history, world history, government, civics, political science, geography, economics, and behavioral science. Lesson preparation and presentation required.

Prerequisites: Admission to Teacher Education Program.

Corequisites: EDUC 442 and EDUC 497, or EDUC 342 and EDUC 343.

Terms Typically Offered: Fall.

EDUC 497C Methods of Teaching Secondary Mathematics2 Credits

Theory and practice of teaching mathematics in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in arithmetic, basic algebra, functions, graphing, probability, statistics, and integrated math. Lesson preparation and presentation required.

Prerequisites: Admission to the Teacher Education Program.

Corequisites: EDUC 442 and EDUC 497, or EDUC 342 and EDUC 343.

Terms Typically Offered: Fall.

EDUC 497D Methods of Teaching Secondary Science2 Credits

Theory and practice of teaching science in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: scientific methodology, techniques, and history; physical, life, and earth sciences; and science and technology. Lesson preparation and presentation required.

Prerequisites: Admission to Teacher Education Program.

Corequisites: EDUC 442 and EDUC 497, or EDUC 342 and EDUC 343.

Terms Typically Offered: Fall.

EDUC 497E Methods of Teaching Secondary Spanish2 Credits

Theory and practice of teaching Spanish in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: interpretive listening, structure of the language and grammatical accuracy, interpretive reading, and cultural perspectives. Lesson preparation and presentation required.

Prerequisites: Admission to Teacher Education Program.

Corequisites: EDUC 442 and EDUC 497, or EDUC 342 and EDUC 343.

Terms Typically Offered: Fall.

EDUC 499A Teaching Internship and Colloquia: K-26 Credits

Full-time supervised teaching experience for eight weeks in an inclusive classroom designed to allow the intern the opportunity to apply standards-based education and theories and philosophies acquired in professional education coursework. Provides support in teaching and learning of K-2 students.

Prerequisites: All program and degree requirements must be successfully completed.

EDUC 499B Teaching Internship and Colloquia: 3-66 Credits

Available for students who are pursuing ECE/ELED licensure and standards-based education: an eight-week experience. Colloquiums are included and required.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 340 and/or EDUC 341, EDUC 343, EDUC 440 and/or EDUC 441, EDUC 451; all other course work for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 GPA in EDUC classes.

EDUC 499C Teaching Internship and Colloquia: Elementary12 Credits

Full-time (40 hrs min/week) supervised teaching experience designed to allow the intern the opportunity to apply standards-based education and theories and philosophies acquired in professional education coursework. Three required colloquia on Thursday evenings are included during this 15-week experience. Students must begin internship a minimum of one week prior to the beginning of the district school semester, regardless of the Colorado Mesa University start date.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 341, EDUC 343, EDUC 441, EDUC 451, EDUC 461 and all other course work for bachelor's degree completed; as well as 2.8 GPA in major and 2.8 GPA in EDUC classes.

EDUC 499D Teaching Internship and Colloquia: Elementary for K-126 Credits

Full-time (40 hrs min/week) supervised teaching experience designed to allow the intern the opportunity to apply standards-based education and theories and philosophies acquired in professional education coursework. Required colloquia on Thursday evenings are included during this eight-week experience.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 342, EDUC 343, EDUC 441 (except Music and Kinesiology majors); appropriate content area methods course/s; all other coursework for bachelor's degree completed; 2.8 cumulative GPA as well as 2.8 GPA in major and 2.8 GPA in EDUC classes.

Corequisites: EDUC 499H.

EDUC 499G Teaching Internship and Colloquia: Secondary12 Credits

Full-time (40 hours min/week) supervised teaching experience designed to allow the intern the opportunity to apply standards-based education and theories and philosophies acquired in professional education coursework. Three required colloquia on Thursday evenings are included during this 15-week experience. Students must begin internship a minimum of one week prior to the beginning of the district school semester, regardless of the Colorado Mesa University start date.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 342, EDUC 343, EDUC 442, EDUC 497, and EDUC 497A, EDUC 497B, EDUC 497C, EDUC 497D, or EDUC 497E as appropriate for content area major; all other course work for bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major and in 2.8 GPA in EDUC classes.

EDUC 499H Teaching Internship and Colloquia: Secondary for K-126 Credits

Supervised teaching experience at the secondary level for students who are pursuing K-12 licensure and standards-based education. Several colloquia are included in the eight-week experience.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 342, EDUC 343, EDUC 442 (except Music and Kinesiology majors); appropriate content area methods course/s; all other course work for bachelor's degree completed; 2.75 cumulative GPA as well as 2.75 GPA in major and 2.75 GPA in EDUC classes.

EDUC 500 Culture and Pedagogy3 Credits

This course centers on Pedagogy that explores the relationships between culture and learning as well as teacher ideology and belief systems. Examines critical pedagogy, pedagogies of resistance, and teaching for social justice.

Prerequisites: Current teaching certificate, acceptance into M.A. program, GRE.

EDUC 501 Educational Technology2 Credits

Historical and conceptual analyses of ways to design, organize, and integrate curricula across subject areas. Review of various instructional design models and fundamental design principles that guide the development of instructional materials. Students will create multimedia materials for incorporation into a final product. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development.

EDUC 502 Theory, Design & Assessment of Curriculum3 Credits

Introduction to instructional design; production and evaluation of computer-based instructional materials and software; selection, evaluation, and use of instructional media.

EDUC 503 Introduction to Educational Research and Design3 Credits

An analysis of differing orientations to evaluation and research. Emphasis on assumptions, attitudes, and expectation of what constitutes scientific knowledge and explanation; relationship of research orientation, methods of inquiry theory, and practice in both qualitative and quantitative research strategies.

Prerequisites: Current teaching certificate, acceptance into M.A. program, GRE.

EDUC 504 Methods of Teaching English as a Second Language3 Credits

Theory and practice of teaching English as a second language; techniques for teaching pronunciation, reading and writing in the context of communicative competence; analysis of resources available for ESL.

EDUC 510 ESL Strategies/Content Areas3 Credits

Strategies for assessing and teaching linguistically-diverse students in the content areas. Topics include role-playing, language dynamics, measurement, relevant research, and classroom practice.

EDUC 521 Educational Foundations, Student Development, and Ethics3 Credits

Introduction to the history of education in the United States through exploration of the ideologies and theoretical frameworks. The course provides students with a foundation in the concepts, theories and principles that support student development, behavior and learning in educational settings. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment.

Prerequisites: Acceptance into the ITL graduate program.

Terms Typically Offered: Spring, Summer.

EDUC 535 Internship in ESOL: K-63 Credits

This practicum applies theory and research to the analysis and synthesis of field experiences in ESOL. The practicum will be integrated into a concluding research project that structures students' reflections about their growth and vision as a leader. Through exploration of research and practicum methodology students will frame their capstone project proposals leading to final analysis and presentation following.

Prerequisites: Current teaching certificate, acceptance into M.A. program, GRE.

EDUC 541 Exceptional Learners3 Credits

Study of exceptionality and special education, legislation, individualized education programs (IEP), planning and delivering services, multicultural and bilingual aspects of special education, classifications (impairments), exceptionality and the family. 20-hour field experience required.

EDUC 543 Inclusion Methods/Strategies3 Credits

Collaboration, community and families, legal aspects of placement, classroom management, and methods and strategies used in inclusive classrooms. Each student is required to complete a minimum of 20 field experience hours.

EDUC 545 Internship in ESOL: 7-123 Credits

This practicum applies theory and research to the analysis and synthesis of field experiences in ESOL. The practicum will be integrated into a concluding research project that structures students' reflections about their growth and vision as a leader. Through exploration of research and practicum methodology students will frame their capstone project proposals leading to final analysis and presentation following.

Prerequisites: Current teaching certificate, acceptance into M.A. program, GRE.

EDUC 554 Theories of Second Language Acquisition3 Credits

Research on second language acquisition, differences between first and second language acquisition, application of theories to classroom practice.

EDUC 555 Multicultural Narratives/K-123 Credits

Survey of multicultural literature suitable for the K-12 classroom. Cultural awareness, diversity, developmentally-appropriate materials, book and media selection for bilingual and English-language learners in grades K-12.

EDUC 556 Assessment in English as a Second Language3 Credits

Assessment of linguistically-diverse students, developing instructional plans for linguistically-diverse students, measurement, relevant research, classroom practice, legal and social responsibilities.

EDUC 562 Curriculum, Instruction, and Assessment6 Credits

Examination of the science of learning and the impact that compatible instruction has on learning, instruction, and classroom management. Students in the course analyze how learning theories, practices, and research-based strategies can support the development of effective curriculum, instruction, and assessment to promote student success.

Prerequisites: Acceptance into the ITL graduate program.

Terms Typically Offered: Summer.

EDUC 570 Classroom Management1 Credit

Applications of advanced classroom management techniques to help students become responsible for their behaviors and choices. Includes student motivation, positive student-teach relationships, and effective partnerships between parents and school. Includes strategies to minimize and prevent classroom and behavior management problems, as well as time management techniques.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 578 Elementary Reading and Language Arts Theory and Methodology K-63 Credits

Advanced exploration in designing, developing, implementing and assessing well-aligned, well-differentiated, discipline specific curricula, instruction, assessments and accommodations related to developmental, gender, bilingual, special education unique to K-6 Literacy Education. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 80 hours of field experience.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580 Secondary Instructional Methods Across the Curriculum3 Credits

Advanced theory and practice of differentiated instruction, lesson study design and implementation. Advanced curriculum design, teaching methodology across the curriculum.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580A Secondary Instructional Methods for English Language Arts2 Credits

Advanced theory and practice of teaching English language arts in middle and high schools. Current strategies programs, materials, and media for the development of curriculum in reading comprehension, language, linguistics, and rhetoric.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580B Secondary Instructional Methods for Social Studies2 Credits

Advanced theory and practice of teaching history and the social sciences in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in United States history, world history, government, civics, political science, geography, economics, and behavioral science.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580C Secondary Instructional Methods for Mathematics2 Credits

Advanced theory and practice of teaching mathematics in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in arithmetic, basic algebra, functions, graphing, probability, statistics, and integrated math.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580D Secondary Instructional Methods for Science2 Credits

Advanced theory and practice of teaching science in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: scientific methodology, techniques, and history; physical, life, and earth sciences; and science and technology.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580E Secondary Instructional Methods for Spanish2 Credits

Advanced theory and practice of teaching Spanish in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: interpretive listening, structure of the language and grammatical accuracy, interpretive reading, and cultural perspectives.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 580F Secondary Instructional Methods for Physical Education3 Credits

Advanced theory and practice of instructional strategies on a practical application level for prospective secondary physical education teachers preparing for entry into student teaching. Current strategies, programs, materials, and media for the development of curriculum in physical education in secondary classrooms.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 584 Secondary Literacy Methods Across the Curriculum3 Credits

Advanced exploration of multiple forms of student literacies. Study and application of reading and comprehension strategies for literacy instruction in middle school and high school content areas. Candidates develop a fully integrated unit to implement in field study. This course includes a minimum of 200 field hours.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 585 Elementary Integrated Science, Social Studies, and Art Theory and Methodology K-63 Credits

Advanced study and application of content standards in science, art, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 40 hours of field experience.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 586 Accommodating Diverse and Exceptional Needs3 Credits

Designing, developing, implementing and assessing the effectiveness of instruction differentiated for relevant student diversity and exceptionalities; teaming with specialists; current state and federal guidelines and mandates.

Terms Typically Offered: Summer.

EDUC 588 Elementary Mathematics Theory and Methodology K-63 Credits

Advanced exploration in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 80 hours of field experience.

Prerequisites: EDUC 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 595 Topics in Teaching0.5-3 Credits

Course may be taken multiple times up to maximum of 6 credit hours.

EDUC 596 Topics in the Content Areas0.5-4 Credits

Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 599A ITL 3: Directed Teaching: Elementary Education9 Credits

Continued, full-time, mentored elementary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.

Prerequisites: EDUC 521, EDUC 562, EDUC 578, EDUC 585, EDUC 586, and EDUC 588.

Terms Typically Offered: Spring.

EDUC 599B ITL 3: Directed Teaching: Secondary Education9 Credits

Continued, full-time, mentored secondary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning, across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.

Prerequisites: EDUC 521, EDUC 562, EDUC 570, EDUC 580, EDUC 584, EDUC 586, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E.

Terms Typically Offered: Spring.

EDUC 599C ITL 3: Directed Teaching, Physical Education9 Credits

Continued, full-time, mentored Physical Education placement to develop independent professional competence in instructional design, implementation, and assessment. Students will document having had a positive effect on student learning, across 16 weeks of full-time independent teaching from January to May, consisting of one 8-week elementary placement and one 8-week secondary placement. One colloquium is an integral part of the experience requirement.

Prerequisites: EDUC 521, EDUC 562, EDUC 580, EDUC 580F, EDUC 584, and EDUC 586.

Terms Typically Offered: Spring.

EDUC 600 Master's in Education Capstone1 Credit

Synthesis of graduate work that demonstrates a critical connection between theory and practice. Students take a scholarly approach to researching a topic, reviewing literature, and making connections to educational practice. The Capstone project culminates in formal written work and an oral presentation.

Prerequisites: EDUC 503.

Terms Typically Offered: Fall, Spring, Summer.