EDUCATION (EDUC)

EDUC 100 Introduction to Libraries 3 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 Literacy 3 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 Educator 1 Credit
Overview of the teacher education program, profession, and how 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 Future 3 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 Topics 1-3 Credits
Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 215 Teaching as a Profession 1 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 Childhood 3 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 Children 3 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 years 3 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/Elementary 3 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-12 3 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 Diversity 3 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 Classroom 3 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 341 or EDUC 342, and EDUC 343. May be taken concurrently with EDUC 340.

EDUC 378 Technology for K-12 Educators 1 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 Study 1-3 Credits
Course may be taken multiple times up to maximum of 6 credit hours.

EDUC 396 Topics 1-3 Credits
Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 440 Methods of Teaching Language and Literacy: EC 3 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 50 hours of field experience.
Prerequisites: Admission to the Teacher Education Program and EDUC 340; may be taken concurrently with EDUC 451.
EDUC 441 Methods of Teaching Language and Literacy: Elementary
3 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 60 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 Art
3 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 434.
Corequisites: EDUC 497.

EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary
3 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/Elementary
3 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 Educator
1 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 Educators
1 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 341 or EDUC 342, EDUC 343, EDUC 441, EDUC 451, and EDUC 461, or permission of instructor.

EDUC 495 Independent Study
1-3 Credits
Course may be taken multiple times up to maximum of 6 credit hours.

EDUC 496 Topics
1-3 Credits
Course may be taken multiple times up to maximum of 15 credit hours.

EDUC 497 Content Methodology Practicum
3 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 English
2 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 Sciences
2 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 Mathematics
2 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
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
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; 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: 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 499G 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 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

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 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-teacher 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 591 and EDUC 586B.

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 591 and EDUC 586B.

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. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586B.

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. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586B.

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. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586B.

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. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586B.

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: scientific methodology, techniques, and history; physical, life, and earth sciences; and science and technology. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586B.

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. Lesson preparation and presentation required.
Prerequisites: EDUC 591 and EDUC 586A.
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.
Prerequisites: EDUC 586B and EDUC 591.

EDUC 585 Elementary Integrated Science, Social Studies, and Art Theory and Methodology K-63 Credits
Advanced exploration in the 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 based with online and classroom components.
Prerequisites: EDUC 591 and EDUC 586A.
EDUC 586A Accommodating Diverse and Exceptional Needs K-63 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. This course involves a minimum of twelve
hours preparation/online interaction per week.
Prerequisites: Admission to ITL program.
Corequisites: EDUC 591.

EDUC 586B Accommodating Diverse and Exceptional Needs 6-123 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. This course involves a minimum of twelve hours preparation/online interaction per week.
Prerequisites: Admission to ITL Program.
Corequisites: EDUC 591.

EDUC 587 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-based with online and classroom components.
Prerequisites: EDUC 591 and EDUC 586A.

EDUC 588 Elementary Mathematics 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 unique to K-6 Math Education. Field-based with online and classroom components.
Prerequisites: EDUC 591 and EDUC 586A.

EDUC 591 ITL 1:Foundations of Curriculum, Instruction, and Assessment9 Credits
Designing cycles of instruction that are well-aligned (with standards and assessments); well-differentiated (for content, the learner and the situation): and support the development of self-directed learning. Course has online and classroom components. This May/June/July course involves a minimum of six hours of preparation/online interaction per day and participation in twelve ten-hour classroom seminars.
Prerequisites: Admission to the ITL program.
Corequisites: EDUC 586A or EDUC 586B.

EDUC 592A ITL Elementary Pre-Internship4 Credits
Part-time mentored August-December pre-internship placement to
develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%).
Prerequisites: EDUC 591 and EDUC 586A.

EDUC 592B ITL Secondary Pre-Internship4 Credits
Part-time mentored August-December pre-internship placement to
develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%).
Prerequisites: EDUC 591 and EDUC 586B.

EDUC 592C ITL K-12 Physical Education Pre-Internship4 Credits
Part-time mentored August-December pre-internship placement to
develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%) in the Physical Education content area.
Prerequisites: EDUC 591 and EDUC 586A.
Terms Typically Offered: Fall.

EDUC 595 Topics in Teaching0.5-3 Credits
Course may be taken multiple times up to a maximum of 6 credit hours.

EDUC 596 Topics in the Content Areas0.5-4 Credits
Course may be taken multiple times up to a maximum of 15 credit hours.

EDUC 599A ITL 3: Directed Teaching: Elementary Education12 Credits
Continued full-time mentored January-May placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.
Prerequisites: EDUC 586A, EDUC 585, EDUC 587, EDUC 588, EDUC 591, and EDUC 592A.

EDUC 599B ITL 3: Directed Teaching: Secondary Education12 Credits
Continued full-time mentored January-May placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.
Prerequisites: EDUC 570, EDUC 580, EDUC 584, EDUC 586B, EDUC 591, EDUC 592B, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E.

EDUC 599C ITL 3: Directed Teaching, Physical Education12 Credits
Continued full-time mentored January-May Physical Education placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across sixteen weeks of full-time independent teaching consisting of one eight-week elementary placement and one eight-week secondary placement. One colloquium is an integral part of the experience requirement.
Prerequisites: EDUC 580, EDUC 580F, EDUC 584, EDUC 586A, EDUC 592C, and EDUC 591.
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.