

EDUCATION (EDUC)

Courses

EDUC 115 What It Means To Be An Educator 1 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. Includes a minimum of 8 hours of field experience.

Prerequisites: ENGL 111.

Terms Typically Offered: Fall, Spring, Summer.

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. Includes a minimum of 12 hours of field experience.

Prerequisites: EDUC 115.

Terms Typically Offered: Fall, Spring, Summer.

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 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 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 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: 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 80 hours field experience.

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

Corequisites: EDUC 471.

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 343.

Terms Typically Offered: Fall, Spring.

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 342 or EDUC 440.

Terms Typically Offered: Fall, Spring.

EDUC 480 Methods and Topics in Secondary Teaching 3 Credits

Theory and practice of differentiated instruction, assessment, data-based instruction, and lesson design and implementation. Discussion of issues related to teaching 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.

Corequisites: EDUC 442 and EDUC 475.

Terms Typically Offered: Fall, Spring.

EDUC 480A 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.

Terms Typically Offered: Fall.

EDUC 480B Methods of Teaching Secondary Social Studies 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.

Terms Typically Offered: Fall.

EDUC 480C 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.

Terms Typically Offered: Fall.

EDUC 480D Methods of Teaching Secondary Science 2 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.

Terms Typically Offered: Fall.

EDUC 480E Methods of Teaching Secondary Spanish 2 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.

Terms Typically Offered: Fall.

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 499A Teaching Internship and Colloquia: K-2 12 Credits

Full-time supervised teaching experience for at least sixteen weeks in an inclusive K-2nd grade 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 diverse K-2 students.

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

Terms Typically Offered: Fall, Spring.

EDUC 499B Teaching Internship and Colloquia: 3-6 6 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: Elementary 12 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-12 6 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: Secondary 12 Credits

Full-time (minimum 40 hours/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. Students must begin internship with the school district semester, regardless of the Colorado Mesa University start date.

Prerequisites: Formal admission to the Teacher Education Program; EDUC 342, EDUC 480; all other course work for bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major.

Terms Typically Offered: Fall, Spring.

EDUC 499H Teaching Internship and Colloquia: Secondary for K-12 6 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 Pedagogy 3 Credits

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 and acceptance into M.A. program.

Terms Typically Offered: Summer.

EDUC 501 Educational Technology 2 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. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development.

Terms Typically Offered: Fall.

EDUC 502 Theory, Design & Assessment of Curriculum 3 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 Design 3 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 521 Educational Foundations, Student Development, and Ethics 3 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 562 Curriculum, Instruction, and Assessment 6 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 Management 1 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 521, EDUC 562, and EDUC 586.

Terms Typically Offered: Fall.

EDUC 578 Elementary Reading and Language Arts Theory and Methodology K-6 3 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 Curriculum 3 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 Arts 2 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 Studies 2 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 Mathematics 2 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 Science 2 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 Spanish 2 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 Education 3 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 Curriculum 3 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-6 3 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 Needs 3 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-6 3 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 Teaching 0.5-3 Credits

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

EDUC 596 Topics in the Content Areas 0.5-4 Credits

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

EDUC 599A ITL 3: Directed Teaching: Elementary Education 9 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 Education 9 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 Education 9 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 Capstone 1 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.