

## Education Curr and Instruction (EDUC)

### EDUC 5100 Personal Finance in Education 3

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Focuses on teaching how to better manage personal finances. Requires students to develop lesson plans on personal financial planning, including goal setting, time value of money, personal financial statements, cash management, credit cards, credit, loans, buying skills, insurance, taxes, housing, investment alternatives, estate and retirement plans.

### EDUC 5201 Teacher Performance Assessment Project 2

\* Prerequisite(s): Employment by a state approved LEA, state associates license, completion of LEA required coursework.

Introduces the teaching and learning cycle: planning, instruction, and assessment. Assists students in completing an authentic assessment tool that shows how they develop and evaluate student learning. Documents authentic practices from the student's teaching experience that address planning, instruction, assessment, analyzing teaching, and academic language to reveal the impact of a candidate's teaching performance on student learning.

### EDUC 5202 Creating a Positive Learning Environment 3

\* Prerequisite(s): Bachelor's degree, employment as teacher of record for a state approved LEA, Utah Associate educator's license.

Provides first-hand, supervised, clinical experience in observing and implementing effective class management practices.

### EDUC 520R Special Topics in Education .5 to 3

\* Prerequisite(s): University Advanced Standing

Provides professional educators, administrators, policy makers, and interested members of the public with increased understanding of the latest research affecting K-12 education. Focuses on helping participants keep abreast of effective teaching strategies and curriculum design, alternative learning structures, innovative teaching technologies, educational policies and legislation, etc. May be repeated as many times as desired.

### EDUC 5300 Content-based Curriculum and Instruction and Assessment 3

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides a foundation in curriculum theory and practice. Introduces instructional design theories, principles and models. Outlines the historical development, current processes and practices of curriculum development, instructional design, implementation, and assessment. Examines applications and processes of curriculum decision making and the impact of national standards on curriculum design and development at the classroom, district, state, and national levels. Requires 15 field experience/practicum hours in addition to class time.

### EDUC 5310 Introduction to Special Education 3

\* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean

Provides a comprehensive introduction of characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment, and support services for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. Studies the impact of disabilities on academic and social/emotional performances.

### EDUC 5330 Diversity and Differentiation in the Classroom 3

\* Prerequisite(s): Bachelor's degree, employment as teacher of record for a state approved LEA, Utah Associate educator's license.

Provides an in-depth understanding of differentiated instructional design and delivery. Focuses on planning and implementing instruction for a diverse classroom community.

### EDUC 5340 Methods of Second Language Acquisition for Practitioners 3

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Prepares teachers to teach content in students' second language in U.S. public schools. Includes applied aspects of second language learning and teaching. Provides general and special educators, and dual language or second language specialists the techniques, activities, strategies, and resources needed to plan instruction for second language learners. Emphasizes the development of teaching skills in language development, literacy, and content-area instruction for K-12 students. Requires 15 hours of field experience/practicum hours as part of course assignments.

### EDUC 5350 Theories of Second Language Acquisition for Practitioners 3

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Examines the intricate web of variables that interact in the second language learning process, including linguistic, cognitive, social, cultural, and political factors. Examines each of these factors in turn and develops understanding of how they work together to foster or inhibit successful second language learning and acquisition. Requires 15 hours of field experience/practicum hours as part of course assignments.

### EDUC 5360 Multicultural Education for Practitioners 3

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Identifies the connections between language, culture, and identity. Examines multicultural education in the classroom through a focus on the historical, sociological, and philosophical foundations of education in the development of the United States and its education system. Outlines methods to create multicultural / multilingual curricula with a special focus on culturally/ linguistically-responsive instruction and assessment techniques.

## Course Descriptions

### **EDUC 5370**

#### **Assessment for Second Language Learners for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Examines methods and practice for the testing of bilingual students at the classroom level. Focuses on assessment of language proficiency in English language learners (ELL) and the assessment of academic achievement of bilingual students in specific content areas. Develops and reviews tasks (test items), response formats, scoring systems, and test administration procedures as critical to attaining validity and fairness. Examines major current testing policies for linguistic minority students. Practicum required.

### **EDUC 5380**

#### **Second Language Literacy Development for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides teachers with a theoretical framework for understanding literacy and linguistic development of students learning in a second language. Provides an understanding of the literacy instructional needs of these students. Increases knowledge and skill in instructional practices that support second language literacy learning.

### **EDUC 5390**

#### **Family and Community Involvement for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides strategies classroom teachers may use for facilitating community participation in the education of minorities. Examines how the teacher's role impacts the adjustment of students to the classroom environment. Studies the techniques of family-school collaboration as well as constructive methods of evaluation. Practicum required.

### **EDUC 5411**

#### **Foundations of Instructional Coaching**

**3**

\* Prerequisite(s): Five years of classroom experience or equivalent with at least one year in the Utah Educational system with a Utah Professional Educator license; instructional coaching experience; experience providing professional learning for adults; three consecutive years of effective or higher rating on Utah Effective Teaching Standards (UETS).

Teaches the Utah State Board of Education (USBE) Instructional Coaching Framework. Ensures a level of consistency statewide among all institutions providing courses for the Instructional Coaching Endorsement.

### **EDUC 5412**

#### **Adult Learning Theory**

**3**

\* Prerequisite(s): Five years of classroom experience or equivalent with at least one year in the Utah Educational system with a Utah Professional Educator license; instructional coaching experience; experience providing professional learning for adults; three consecutive years of effective or higher rating on Utah Effective Teaching Standards (UETS).

Ensures that those obtaining the Utah State Board of Education Instructional Coaching endorsement are prepared with the requisite, foundational skill-set to effectively coach their fellow educators' practice to improve student outcomes and overall educator effectiveness.

### **EDUC 5500**

#### **Teaching K-6 Numbers and Operations for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Designed for K-6 teachers. Covers the content of Number and Operations to develop a comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving. Includes number, number sense, computation, and estimation through a coordinated program of activities that develop number concepts and skills. Special attention in this course will be given to planning lessons in the mathematical content of number and operations and problem solving strategies. Emphasizes interpreting and assessing students' work and learning, and the integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).

### **EDUC 5510**

#### **Teaching K-6 Rational Numbers and Proportional Reasoning for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides practicing teachers a deeper understanding of rational numbers, operations with rational numbers, proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.

### **EDUC 5520**

#### **Teaching K-6 Algebraic Reasoning for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.

### **EDUC 5530**

#### **Teaching K-6 Geometry and Measurement for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides practicing teachers a deeper understanding of the geometry and measurement content that exists in the state core and instructional strategies to facilitate the instruction of this content. Special attention in this course will be given to applying content understanding in geometry and measurement to classroom practice, interpreting and assessing students' work and learning, and to integrating NCTM process standards and the Utah Intended Learning Outcomes (ILOs) into instruction.

### **EDUC 5540**

#### **Teaching K-6 Data Analysis and Problem Solving for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Develops a firm problem-solving foundation. Using skills and strategies applied in mathematical contexts practicing teachers will learn to think, work with others, present solutions orally to the whole class, and write up detailed solutions. Provides practicing teachers a deeper understanding of probability and data representation and analysis. Special attention in this course will be given to applying content understandings to classroom practice, to interpreting and assessing students' work and learning, and to integrating NCTM process standards and the Utah Intended Learning Outcomes (ILOs) into instruction.

### **EDUC 5550**

#### **Teaching K-6 Assessment and Intervention for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides practicing teachers a deeper understanding of the various types of assessment and their appropriate use for guiding instruction, intervention, and evaluation of student learning of mathematics content. Special attention will be given to the application of mathematical content understandings to planning for classroom instruction and assessment of student learning that is consistent with NCTM process standards and Utah instructional learning outcomes.

**EDUC 5560**  
**Curriculum Instruction and Assessment for**  
**Elementary Mathematics Leaders**

**3**  
 \* Prerequisite(s): Previously earned  
 Elementary Mathematics Endorsement

Develops a broader perspective of curriculum,  
 instruction, and assessment in elementary  
 mathematics education. Emphasizes methods  
 that support teachers and systems.

**EDUC 5570**  
**Elementary Mathematics Education**  
**Leadership for School Change**

**3**  
 \* Prerequisite(s): Earned Elementary  
 Mathematics Endorsement

Develops education leadership knowledge and  
 skills. Analyzes policy and curriculum issues.  
 Analyzes research informing instructional  
 practice. Examines the implementation and  
 evaluation of professional development.  
 Evaluates educational structures that affect  
 equity including use of materials. Examines  
 responsibilities of math coaches and mentors.

**EDUC 5600**  
**Learning Development and Individual**  
**Learning Differences in Gifted Education**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Introduces the characteristics and needs of  
 gifted children and youth. Includes types of  
 programs available to gifted children and youth,  
 the historical and philosophical foundations  
 required of professionals in the field, the history  
 of the gifted child movement, and advocacy for  
 gifted children and youth.

**EDUC 5610**  
**Learning Environments for Gifted Students**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Provides an introduction to creating  
 safe learning environments that foster  
 emotional well-being, positive social interaction,  
 leadership, and cultural understanding for  
 success in a diverse society. Develops  
 knowledge of the impact of giftedness and  
 diversity on social-emotional development.  
 Provides support on how to design  
 environments, within a continuum of services,  
 that encourage independence, motivation, and  
 self-efficacy of individuals from all backgrounds.

**EDUC 5620**  
**Assessment in Gifted Education**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Examines how to collect multiple types  
 of assessment information so that all  
 students are able to demonstrate gifts and  
 talents. Develops competence in differentiating  
 curriculum and instruction by using pre-  
 and post-, performance-based, product-based,  
 and out-of-level assessments. Promotes the  
 importance of using non-biased, technically  
 adequate, and equitable approaches in order to  
 identify students from diverse backgrounds for  
 gifted programs.

**EDUC 5630**  
**Theory into Practice in Gifted and Talented**  
**Education**

**2**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Prepares teachers to understand societal  
 influences on the development of curricula.  
 Helps teachers to develop long- and short-  
 range units of instruction anchored in both  
 general and special curricula for gifted and  
 talented students, taking into consideration  
 each individual's abilities and needs, the  
 learning environment, and cultural and linguistic  
 factors.

**EDUC 5635**  
**Methods and Materials in Gifted Education**  
**for Practitioners**

**2**  
 \* Prerequisite(s): Utah Teaching License or  
 permission from the Dean of the School of  
 Education

Requires teacher-participants to locate, create,  
 and or adapt curricular materials needed to  
 implement differentiated instruction for gifted  
 and talented learners. Helps teachers develop  
 materials and methods of instruction that will  
 encourage creative problem-solving and should  
 be adaptable for a variety of student abilities  
 and needs, the learning environment, and  
 cultural and linguistic factors that may influence  
 instruction.

**EDUC 5640**  
**Curriculum/Instructional Planning in Gifted**  
**Education**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Provides research-based models of curriculum  
 and instruction related to students with gifts and  
 talents. Includes responding to student needs  
 by planning, selecting, adapting, and creating  
 culturally relevant curriculum and by using  
 a repertoire of evidence-based instructional  
 strategies to ensure specific student outcomes.  
 Explains the purpose of using a comprehensive  
 and sequenced core curriculum that is aligned  
 with local, state, and national standards, and  
 how to differentiate and expand it in order  
 to meet the unique needs of students with  
 gifts and talents. Develops competence in  
 selecting, adapting, and planning for the use  
 of a variety of evidence-based instructional  
 strategies to advance learning of gifted and  
 talented individuals.

**EDUC 5650**  
**Leadership in Gifted and Talented**  
**Education**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Prepares teachers to effectively use leadership  
 principles to collaborate with students and  
 their families, other educators, and related  
 service providers to advocate for individuals  
 with gifts and talents as they promote the  
 learning and well-being of individuals with gifts  
 and talents across settings and diverse learning  
 experiences.

**EDUC 5660**  
**Reading Assessments and Instructional**  
**Interventions for Practitioners**

**3**  
 \* Prerequisite(s): Professional educator  
 license or permission of the Dean of the  
 School of Education

Helps practicing teachers become proficient  
 in developing and using a variety of formal  
 and informal assessments and instructional  
 procedures to increase or accelerate students'  
 reading achievement as appropriate. Prepares  
 teachers to screen for reading problems,  
 diagnose reading strengths and needs, and  
 monitor progress to ensure students achieve  
 optimal growth in reading within the context  
 of a Multi-Tiered System of Supports.  
 Develops procedures for gathering, analyzing,  
 and interpreting data to inform instruction,  
 and presents an overview of methods for  
 communicating findings to stakeholders.

## Course Descriptions

### **EDUC 5661**

#### **Foundations of Literacy**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Helps practicing teachers acquire foundational and declarative knowledge about literacy instruction, including historical perspectives on reading instruction, an introduction to theories and models of literacy acquisition, and discussions of research related to lifelong literacy and its instructional implications. Requires students to examine the history of the field of literacy, including the debates and various stances of reading researchers and the instructional directives developed as a result of the research.

### **EDUC 5662**

#### **Instruction with Literature and Informational Texts for Children and Young Adults**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Provides an overview of literary and informational texts for children and young adults, with emphasis on classic and recent publications, and their appropriate use in the classroom. Discusses important authors, historical context, and background, and considers current trends and classroom applications in literacy.

### **EDUC 5663**

#### **Content Area Reading and Writing Instruction for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Helps practicing teachers develop an in-depth understanding of the research findings, issues, principles, and practices related to exemplary, research-based literacy instruction in the content areas. Prepares teachers to provide every student with meaningful and engaging opportunities to learn high-level skills through reading, writing, and speaking while working with graphics and texts, including images, video, and audio, in the K-12 curriculum. Teaches how to evaluate texts in various content areas or topics to identify the qualitative and quantitative features of a text and address reader and task considerations.

### **EDUC 5664**

#### **Instructional Implications of Literacy Development for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Focuses on emergent literacy development for students in grades K-12 and how that development is well-designed for appropriate literacy learning environments, experiences, and instructional interventions for emergent language learners. Covers the history, major perspectives, and theories about how students understand and develop literacy. Develops understandings of developmentally appropriate instruction, reading behaviors, and literacy development within the larger framework of the communicative arts, i.e., oracy, written expression, reading, spelling, handwriting, listening, the visual and performing arts, and the social community, i.e., family, socio-economic conditions, culture, ethnicity, language, etc.

### **EDUC 5665**

#### **Reading Comprehension Instruction for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Helps practicing teachers acquire knowledge and understanding of current theories and models that impact reading comprehension and apply that knowledge in instruction. Focuses on understanding reading comprehension, increasing the range, quality and complexity of reading materials used by students, and supporting student responses to text. Builds teachers' ability to help their students use texts efficiently and effectively to develop and express complex, critical thinking.

### **EDUC 5666**

#### **Effective Writing Instruction for Practitioners**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Examines theories, concepts, and methodologies that promote the development of strategic writers. Prepares teachers to provide research-based methods for teaching K-12 students to develop a range of writing skills and applications including how to compose opinion/argumentation, informational/expository, and narrative writing. Facilitates teachers' ability to assess K-12 student writing.

### **EDUC 5667**

#### **Science of Literacy I - Learning to Read**

**3**

\* Prerequisite(s): Utah Professional Educator License

Explores the difficulties that students face in learning to read and how teachers can use assessments to support student learning and differentiate. Teaches how phonological skills are developed, taught, and assessed. Builds a deep understanding of how students learn and why some students may struggle. Focuses on ways to differentiate instruction to meet the varying need of students. Requires practice and implementation in the classroom.

### **EDUC 5668**

#### **Science of Literacy II – Phonics/Spelling/Word Recognition**

**3**

\* Prerequisite(s): Utah Professional Educator License

Provides an overview of phonics and how to assess phonics and word recognition. Focuses on how letters and sounds are connected. Considers best practices to teach spelling and reading fluency. Builds a deeper understanding of how students learn and why some students may struggle. Empowers teachers to differentiate their instruction to meet the varying need of students in their classroom. Requires practice and implementation in the classroom.

### **EDUC 5669**

#### **Science of Literacy III – Oral Language/Vocabulary**

**3**

\* Prerequisite(s): Utah Professional Educator License

Focuses on language comprehension and vocabulary. Describes why each is important and which instructional strategies are effective. Explores ways to create a language-rich classroom environment, and plan effective comprehension instruction. Builds a deeper understanding of how students learn and why some students may struggle. Focuses on ways to differentiate instruction to meet the varying need of students. Requires practice and implementation in the classroom.

### **EDUC 5670**

#### **Basic Skills in the Arts**

**2**

\* Prerequisite(s): Previously earned Elementary Arts Endorsement

Encourages the development of a personal identity as an artist and teacher of the arts. Applies the philosophy of aesthetics to the exploration of the nature of art and personal artistic preferences. Teaches educators to develop and assess the cognitive, physical, social, and emotional needs and abilities of individual learners and meet those needs through arts instruction and experiences.

**EDUC 5671**  
**Teaching the Arts in the Elementary Classroom**

**2**

\* Prerequisite(s): EDUC 5670

Continues the development of a personal identity as an artist and teacher who uses the arts. Enables participants to construct and facilitate learning experiences in each art form based on National and State Core Art Standards. Teaches educators to develop and assess the cognitive, physical, social, and emotional needs and abilities of individual learners and meet those needs through arts instruction and experiences. Prepares participants to advocate for the arts by applying and describing how arts education aligns with effective educational theories.

**EDUC 5672**  
**Arts Integration Across the Curriculum**

**2**

\* Prerequisite(s): EDUC 5671

Guides the construction and facilitation of learning experiences in each art form based on National and State Core Art Standards. Facilitates learning experiences to develop and assess the cognitive, physical, social, and emotional needs and abilities of individual learners through the arts. Continues to develop participants as advocates for high quality arts education that aligns with effective educational theories. Encourages participants to apply the cultural and historical meaning of the arts to connect arts experiences with differing context and aspects of life. Introduces ways to construct, implement, and assess arts-integrated learning experiences.

**EDUC 5673**  
**Leadership in the Arts**

**2**

\* Prerequisite(s): EDUC 5672

Guides the development of arts exhibits, performances, informances, or explorations demonstrating student competency in the arts. Applies the philosophy of aesthetics to the exploration of the arts and personal preferences. Develops participants as advocates for high quality arts education that aligns with effective educational theories. Identifies and connects various programs and practices at district, region, state, and national levels to help participants promote and experience the arts, while meeting shared goals.

**EDUC 5674**  
**Seminar Capstone and Practicum**

**2**

\* Prerequisite(s): EDUC 5673

Examines the individual's personal identity as an artist, and as a teacher who uses the arts, to benefit themselves and others. Provides opportunities for participants to exhibit work and/or produce performances, informances, or explorations demonstrating student competency in the arts. Assists participants to advocate for the arts by applying and describing how arts education aligns with effective educational theories. Evaluates participant ability to apply the cultural and historical meaning of the arts to connect arts experiences with differing contexts and aspects of life. Requires participants to construct, implement, and assess arts-integrated learning experiences.

**EDUC 5675**  
**Performance and Excellence in the Arts**

**2**

\* Prerequisite(s): EDUC 5674

Provides opportunity for participants to share a personal identity as an artist, and as a teacher who uses the arts, to benefit themselves and others. Assesses participant ability to exhibit work and/or produce performances, informances, or explorations demonstrating student competency in the arts. Requires participants to advocate for the arts by applying and describing how arts education aligns with effective educational theories. Analyses participant's ability to apply the cultural and historical meaning of the arts to connect arts experiences with differing contexts and aspects of life. Asks participants to construct, implement, and assess arts-integrated learning experiences. Evaluates participant's practice in identifying and connecting various programs and practices at district, region, state, and national levels to promote and experience the arts, while meeting shared goals.

**EDUC 5677**  
**Science of Literacy IV – Reading Comprehension and Writing**

**3**

\* Prerequisite(s): Utah Professional Educator License

Identifies effective comprehension strategies. Describes ways to guide comprehension with questioning. Explores the reading-writing connection to support students in learning foundational writing skills. Builds a deeper understanding of how students learn and why some students may struggle. Focuses on ways to differentiate instruction to meet the varying need of students. Requires practice and implementation in the classroom.

**EDUC 5700**  
**Foundations of Dual Language Immersion Education**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Presents a historical overview and the theoretical and research foundations for dual language and immersion education. Emphasizes the practical application of theory and research in immersion programs.

**EDUC 5710**  
**Instructional Strategies and Curriculum and Classroom Management for the Elementary Classroom**

**3**

\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Designed to acquaint secondary teachers seeking a K-12 Dual Language Immersion (DLI) endorsement with instructional strategies and classroom management for the elementary classroom. Focuses on helping students to understand the elementary curriculum and plan units of instruction, and to build a repertoire of teaching strategies, tasks, and resources for use in the elementary classroom. Requires 15 hours of field experience/practicum hours in a DLI classroom in addition to class time.

**EDUC 5741**  
**STEM for Teaching K-6 Science**

**3**

\* Prerequisite(s): Utah professional educator license

Focuses on STEM integration through the lens of science. Identifies and distinguishes STEM models as they examine, engage in, and implement three dimensions of science instruction, Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting concepts (CCCs), through the use of authentic phenomena. Teaches participants to apply pedagogical practices that help K-6 students develop the disciplinary literacy needed to authentically communicate in science and helps students develop the skills needed to integrate science with other disciplines. Instructs participants to model practices to build their capacity to create effective student-centered learning environments and instruction. Emphasizes authentic connections between science and technology, engineering design, and mathematics.

## Course Descriptions

### **EDUC 5742** **STEM for Teaching K-6 Technology and Engineering**

**3**

\* Prerequisite(s): Utah professional educator license

Focuses on STEM integration through the lens of engineering and technology. Teaches participants to identify and distinguish STEM models as they examine, engage in, and implement engineering design and the Science and Engineering Practices (SEPs) through the use of effective technological tools. Applies pedagogical practices that help K-6 students develop the disciplinary literacy needed to authentically communicate in engineering and helps students develop the skills needed to integrate the engineering design process with other disciplines. Models practices to build participant capacity to create effective student-centered learning environments and instruction. Emphasizes authentic connections with science and mathematics.

### **EDUC 574A** **STEM for Teaching K-6 Mathematics**

**3**

\* Prerequisite(s): Utah professional teaching license.

Focuses on STEM integration through the lens of mathematics. Identifies and distinguishes STEM models as they examine, engage in, and implement mathematical concepts, Standards for Mathematics Practices (SMPs), and Effective Mathematics Teaching Practices through the use of rich mathematical tasks. Applies pedagogical practices that help K-6 students develop discourse skills needed to authentically communicate in mathematics and help students develop the skills needed to integrate mathematics with other disciplines. Models practices to build their participant capacity to create effective student-centered learning environments and instruction. Emphasizes authentic connections between mathematics and science, technology, and engineering design.

### **EDUC 5750** **Energy in STEM for Elementary Teachers**

**3**

\* Prerequisite(s): Recommended: Education Majors or Licensed Educators

Provides teachers with a deep and useful understanding of energy and the nature of how students use concepts of energy to make sense of phenomena across life, earth, and physical science. Enhances teacher insights into: 1) how matter and energy interact, 2) the relationships of energy to forces and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about energy. Also connects knowledge of energy concepts to practices in technology, engineering, and mathematics.

### **EDUC 5760** **Force in STEM for Elementary Teachers**

**3**

\* Prerequisite(s): Recommended: Education Majors or Licensed Educators

Provides teachers with a deep and useful understanding of force and the nature of how students use concepts of force to make sense of phenomena across life, earth, and physical science. Enhances teacher insights into: 1) how force, matter and energy interact, 2) the relationship of force to energy and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about force. Also connects knowledge of concepts of force to practices in technology, engineering and mathematics.

### **EDUC 5770** **Matter in STEM for Elementary Teachers**

**3**

\* Prerequisite(s): Recommended: Education Majors or Licensed Educators

Provides teachers with a deep and useful understanding of matter and the nature of how students use concepts of matter to make sense of phenomena across life, earth, and physical science. This understanding enhances teacher insights into: 1) how matter and energy interact, 2) the relationships of matter to forces and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about matter. Also connects knowledge of concepts of matter to practices in technology, engineering and mathematics.

### **EDUC 5780** **Nature of Science and Engineering**

**3**

\* Prerequisite(s): Recommended: Education Majors or Licensed Educators

Explores the nature of science using science and engineering principles, practices, and processes. Explores applications to Science, Technology, Engineering and Mathematics using learner-based pedagogy. Develops teaching practices to assist participants in educating K-6 students in selected Earth and Life Science Standards.

### **EDUC 5782** **Systems in Science**

**3**

\* Prerequisite(s): EDUC 5780

Examines systems at various scales from the universe to the molecular level. Identifies systems as a crucial component to all science investigation and understanding. Teaches system components including matter, forces, and energy that cause phenomena to occur. Requires participants to develop and use models to represent systems and their interactions. Assists participants in analyzing student work to assess conceptual understanding and scientific literacy. Considers ways to promote effective and equitable science instruction both in personal practice and in the science education community.

### **EDUC 5783** **Matter and Energy in Science**

**3**

\* Prerequisite(s): EDUC 5780 and EDUC 5782

Develops a conceptual understanding of energy and matter flows into, out of, and within systems through reading, discussion, and use of models. Analyzes examples of student models and critiques multiple assessments to prepare participants to enact phenomena-based, three-dimensional science instruction that supports the development of students' conceptual understanding and scientific literacy related to energy and matter. Considers ways to promote effective and equitable science instruction both in personal practice and in the science education community.

### **EDUC 5784** **Cause and Effect in Science**

**3**

\* Prerequisite(s): Previously earned professional educator license

Engages participants in experiences that support learning with and about scientific literacy. Deepens content knowledge, includes authentic science sensemaking, integrates science conceptual ideas with classroom practice and engages in explicit and reflective discourse about science learning and science instruction.

### **EDUC 5785** **Stability and Change in Science**

**3**

\* Prerequisite(s): EDUC 5780, EDUC 5782, EDUC 5783, EDUC 5784

Develops a conceptual understanding that natural systems are usually stable until changes occur from either natural or human caused (anthropogenic) events over time and/or scale. Demonstrates that stability and change are interconnected and one cannot be explained without the other. Teaches participants to construct explanations of how changes occur as natural systems interact. Teaches students to present arguments supported by evidence that change in systems occurs in differing temporal scales, spatial scales, and scales of magnitude.

**EDUC 5786  
Classroom Practice in Science**

**3**  
\* Prerequisite(s): EDUC 5780, EDUC 5782, EDUC 5783, EDUC 5784 and EDUC 5785

Provides a capstone to the Elementary Science Endorsement. Requires participants to demonstrate and put into practice all that they have learned through the ESE experience. Evaluates participants' ability to use the crosscutting concepts and disciplinary core ideas to support sensemaking, create and implement practices in their own classrooms to engage all students in authentic science learning. Requires participants to show evidence of collaboration with other educators to develop and analyze learning opportunities for students, and promote effective and equitable science instruction both in personal practice and in the science education community.

**EDUC 5790  
STEM Practices with a Focus on  
Technology and Problem-Based Learning**

**3**  
\* Prerequisite(s): Recommended: Education Majors or Licensed Educators

Engages participants in developing meaningful understandings of problem-based approaches to teaching, learning, and the integration of STEM practices across the curriculum using appropriate technology. Requires the development and creation of problem-based, hands-on experiences.

**EDUC 5800  
Cognition Education and Technology for  
Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Examines the increasingly pervasive role of electronic media in educating and socializing young students, especially as it affects the K-12 classroom. Explores the range of content available to these students, their families, and their classrooms and reviews research on the role of media in shaping individual identity and affecting school performance; analyzes public policies that affect teachers and students.

**EDUC 5810  
Instruction Curriculum & Educational  
Leadership in the Digital Age for  
Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Examines issues surrounding the use of technology in curricular and instructional design, especially in designing coursework for an online learning environment. Requires students to incorporate appropriate digital media formats to create an online learning environment. Addresses issues of school leadership, as participants may become mentors in the area of educational technology.

**EDUC 5820  
Designing and Producing Media for  
Instruction for Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Helps students produce educational media materials for their particular classroom. Requires students to collaborate with others to design, produce, test, and revise a unique project tailored for their instructional practice. Requires students to use a variety of digital tools to conceptualize, design, fashion, and evaluate media projects.

**EDUC 5830  
Digital Models of Instruction for  
Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Focuses on using instructional design and Web page design principles for specific classroom populations. Examines the best instructional use of online options, including flipped and hybrid course design, and gaming. Requires completion of an instructional design plan for an instructional unit of the participants' choice for a learner group of their choice.

**EDUC 5840  
Universal Design for Learning for  
Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Focuses on universal design for learning (UDL) that differentiates curricula and learning environments for a wide range of student abilities and disabilities. Requires students to learn to apply the UDL approach in designing differentiated learning experiences for their classrooms using educational technology.

**EDUC 5850  
Digital Course Design Capstone for  
Practitioners**

**3**  
\* Prerequisite(s): Professional educator license or permission of the Dean of the School of Education

Teaches students to design and create media for content-specific units of instruction. Requires students to use technology specific to a given discipline, and to incorporate instructional design and digital media to create an online unit of study.

**EDUC 6080  
Cognition, Education, and Technology**

**3**  
\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Examines the increasingly pervasive role of electronic media in educating and socializing young students. Explores the range of content available to these students and their families; documents the developing child's patterns of use and understanding of media; examines theories and methods for assessing media effects; reviews research on the role of media in shaping individual identity and responses to social issues; and analyzes public policies that affect teachers and students.

**EDUC 6081  
Instruction, Curriculum and Educational  
Leadership in the Digital Age**

**3**  
\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Examines issues surrounding teachers and the use of technology in curricular and instructional design. Emphasizes designing coursework for an online learning environment. Explores the history and models of instructional design and teaches incorporation of appropriate digital media formats to create an online learning environment. Introduces the integrated nature of Technological Pedagogical Content Knowledge (TPACK) and the National Educational Technology Standards (NETS) as frameworks for identifying and applying the knowledge needed to teach and assess student learning with technology. Addresses issues of leadership, as students may become mentors in the area of educational technology.

**EDUC 6082  
Equitable Technology Integration for  
Practitioners**

**3**  
\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, or permission of the graduate program director.

Integrates information and communication technologies into instruction and prepares teachers to use technologies to differentiate their instruction to meet the needs of all students. Uses technology to revitalize pedagogy and provides teachers with the skills to develop lesson activities that empower students to make meaningful connections and develop 21st Century skills.

# Course Descriptions

## **EDUC 6083**

### **Digital Models of Instruction**

**3**

\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Focuses on using instructional design and Web page design principles. Examines the best instructional use of online options, including flipped and hybrid course design, and gaming. Requires completion of an instructional design plan for an instructional unit of the participants' choice for a learner group of their choice.

## **EDUC 6085**

### **Digital Course Design Capstone**

**3**

\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Teaches students to design and create media for content-specific units of instruction. Covers the use of technology specific to a given discipline, and teaches how to incorporate instructional design and digital media to create an online unit of study.

## **EDUC 6100**

### **Research Methodology**

**3**

\* Prerequisite(s): Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director.

Introduces the principal methodologies used in research in education. Presents basic information about the purposes of research, the scientific method, and basic qualitative and quantitative research. Identifies methods for locating, reading, interpreting and using research reports and in applying measurement issues and research methods to classroom problems. Investigates teacher research practices and ways it can be used to study teaching and teacher education.

## **EDUC 6110**

### **Applied Statistics for Education**

**3**

\* Prerequisite(s): Acceptance into a School of Education graduate program or acceptance into Master of Science-Mathematics, M.S. program, or approval of graduate program director.

Introduces elementary statistics in educational settings and includes descriptive statistics, sampling, central tendency, and inferential methods. Emphasizes reading, understanding and evaluating statistics in research reports.

## **EDUC 6200**

### **Masters Project**

**3**

\* Prerequisite(s): Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director

Provides working knowledge of action research methods in the public schools. Sets the standards for the professional M.Ed. action research-based project. Utilizes APA guidelines. Establishes techniques and strategies for successful project completion.

## **EDUC 6201**

### **Teacher Performance Assessment Project**

**2**

\* Prerequisite(s): Admission to Secondary Teaching, Graduate Certificate Program

\* Corequisite(s): EDUC 6203

Introduces the teaching and learning cycle: planning, instruction, and assessment. Assists students in completing an authentic assessment tool that shows how they develop and evaluate student learning. Documents authentic practices from the student's teaching experience that address planning, instruction, assessment, analyzing teaching, and academic language to reveal the impact of a candidate's teaching performance on student learning. Graduate fee of \$300 applies.

## **EDUC 6202**

### **Classroom Management Practicum**

**3**

\* Prerequisite(s): Admission to Secondary Teaching, Graduate Certificate Program

Provides first-hand, supervised, clinical experience in observing and implementing effective class management practices.

## **EDUC 6203**

### **Student Teaching Graduate Licensure**

**6**

\* Prerequisite(s): Admission to Secondary Teaching, Graduate Certificate Program

\* Corequisite(s): EDUC 6201

Includes 400 hours of student teaching experience in a secondary classroom, grades 7-12. Includes application of knowledge, skills, and attitudes derived in previous course work and program experience. Is required for students to be recommended for a secondary education license from the Utah State Office of Education. May be Graded Credit/No Credit. Graduate fee of \$200 applies.

## **EDUC 6210**

### **Masters Project School Counseling Internship**

**3**

\* Prerequisite(s): Matriculation into School of Education graduate program or approval of graduate program director and Completion of School Counseling Practicum

Provides Internship students with weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. Engages internship students in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Provides group supervision by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Requires students to complete 300 of the 600 required clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

## **EDUC 6300**

### **Curriculum Design**

**3**

\* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean

Provides a foundation in curriculum theory and practice. Introduces instructional design theories principles and models. Outlines the historical development, current processes and practices of curriculum development, instructional design, implementation, and assessment. Investigates research and theory about educational contexts, motivation, curriculum, learning, and development as they relate to models of instruction. Examines applications and processes of curriculum decision making and the impact of national standards for content areas to curriculum design and development in classroom and district settings.

## **EDUC 6311**

### **Introduction to Exceptional Students**

**3**

\* Prerequisite(s): Admission to School of Education Graduate Program or permission of the Dean

Provides a comprehensive introduction of characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment, and support services for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. Studies the impact of disabilities on academic and social/emotional performances.

**EDUC 6320**  
**21st Century Instruction and Assessment**

**3**  
 \* Prerequisite(s): Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director

Focuses on instructional design and delivery incorporating 21st century learning design and assessment. Introduces a range of instructional models and assessment tools. Requires planning and implementing instruction and assessment using several selected models.

**EDUC 6330**  
**Diversity and Differentiation in the Classroom**

**3**  
 \* Prerequisite(s): Acceptance into a School of Education graduate program or acceptance into Master of Science-Mathematics, M.S. program, or approval of graduate program director.

Provides an in-depth understanding of differentiated instructional design and delivery. Focuses on planning and implementing instruction for a diverse classroom community.

**EDUC 6340**  
**English as a Second Language Methods**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Prepares teachers to teach English as a second language in U.S. public schools. Includes both theoretical and applied aspects of second language learning and teaching. Provides general and special educators and second language specialists techniques, activities, strategies and resources to plan instruction for English language learners (ELLs). Emphasizes oral language development, literacy and content-area instruction for teaching K-12 students.

**EDUC 6350**  
**Theories of Second Language Acquisition**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Describes the variables that interact in the second language learning process, including linguistic, cognitive, social, cultural, and political factors. Examines learning a second language as both an individual and social experience. Examines the linguistic, cognitive, psychological, and emotional elements of learning a second language. Identifies the interactions between the individual and the contexts in which s/he interacts and then attempts to understand how they work together to foster or inhibit successful second language learning and acquisition.

**EDUC 6360**  
**Multicultural Education**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Identifies the connections between language, culture, and identity. Examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Emphasizes the role of ethnicity in the development of the United States and its education system. Outlines multicultural / multilingual curricula with a special focus on culturally/ linguistically-responsive instruction and assessment techniques.

**EDUC 6370**  
**Assessment of Second Language Learners**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Examines theory, methods, and practice in the testing of bilingual students at both the classroom level and the large-scale level in the context of school accountability. Focuses on assessment of language proficiency in English language learners (ELL) and the assessment of academic achievement of bilingual students in specific content areas. Develops and reviews tasks (test items), response formats, scoring systems, and test administration procedures as critical to attaining validity and fairness. Examines testing major current testing policies for linguistic minority students. Practicum required.

**EDUC 6380**  
**Literacy and Linguistics in English as a Second Language**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Focuses on how teachers can best meet the literacy and language needs of students from a variety of cultural, socioeconomic and language groups. Explores frameworks for providing high-quality literacy instruction to all students. Analyzes classrooms and schools that have been successful in accomplishing this. Examines ethnic identities and personal conceptions of diversity, and how these may impact instructional decisions. Analyzes students and families represented in their classrooms. Discusses ways to build bridges between home and school cultures.

**EDUC 6390**  
**Family and Community Involvement**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean or the instructor

Provides strategies for facilitating community participation in the education of minorities. Examines the role of the teacher in the classroom and community with the intention of developing insight and understanding of how the teacher's role in these areas impacts the adjustment of adolescents during grades 7-12. Considers models and methods for facilitating positive relationships. Studies the techniques of family-school collaboration as well as constructive methods of evaluation. Practicum required.

**EDUC 6400**  
**Contemporary Issues in Teacher Leadership**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean

Introduces students to critical concepts about contemporary teacher leadership. Examines current issues and strategies impacting teacher leadership. Analyzes contemporary theories of learning and teaching from personal and public perspectives and how those theories converge with professional practice in classrooms and schools. Examines the philosophical foundations of curriculum and instruction in American schools, the social and cultural conditions that influence education, and new concepts in education curriculum materials, and methods of instruction from the perspective of teacher leadership.

**EDUC 6410**  
**Contemporary Issues**

**3**  
 \* Prerequisite(s): Admission to Graduate Status Admission to the School of Education Masters Degree Program Or permission of the Dean

Presents contemporary theories of learning and teaching from personal and public perspectives and how those theories converge with professional practice in classrooms and schools. Provides a study of the philosophical foundations of curriculum and instruction in American schools, the social and cultural conditions that influence education, and new concepts in education curriculum materials, and methods of instruction.

## Course Descriptions

### **EDUC 6411**

#### **Instructional Coaching**

**3**

\* Prerequisite(s): Acceptance into the Teacher Leader or Earned Endorsement emphasis in the M.Ed. program, or permission of the program director.

Ensures that those obtaining the Utah State Board of Education (USBE) Instructional Coaching endorsement are prepared with the requisite, foundational skill-set to effectively coach their fellow educators' practice to improve student outcomes and overall educator effectiveness using the USBE Coaching Framework. Teaches the USBE Coaching Framework to ensure a level of consistency statewide among all institutions providing courses for the Instructional Coaching Endorsement.

### **EDUC 6412**

#### **Adult Learning--Theory and Practice**

**3**

\* Prerequisite(s): Acceptance into the UVU SOE master of education program.

Builds theoretical background knowledge and skills required for teaching adults in professional development or coaching, mentoring settings. Ensures that those pursuing and obtaining the Utah State Board of Education Instructional Coaching endorsement are prepared with the requisite, foundational skill-set to effectively coach their fellow educators' practice to improve student outcomes and overall educator effectiveness.

### **EDUC 6500**

#### **Teaching K-6 Numbers and Operations**

**3**

\* Prerequisite(s): Admission to School of Education graduate program; professional educator license; or permission of the Dean of the School of Education

Designed for K-6 teachers. Covers the content of Number and Operations to develop a comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving. Includes number, number sense, computation, and estimation through a coordinated program of activities that develop number concepts and skills. Special attention in this course will be given to how children learn and connect the fundamental concepts of number systems, children's developmental trajectories in the mathematical content of number and operations, how children construct their understanding of various number systems and arithmetic, children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).

### **EDUC 6510**

#### **Teaching K-6 Rational Numbers and Proportional Reasoning**

**3**

\* Prerequisite(s): Admission to School of Education graduate program, professional educator license; EDUC 6500, or permission of the Dean of the School of Education.

Provides practicing teachers a deeper understanding of rational numbers, operations with rational numbers, proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.

### **EDUC 6520**

#### **Teaching K-6 Algebraic Reasoning**

**3**

\* Prerequisite(s): Admission to School of Education graduate programs; professional educator license; or permission of the Dean of the School of Education.

Provides practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.

### **EDUC 6530**

#### **Teaching K-6 Geometry and Measurement**

**3**

\* Prerequisite(s): Acceptance to graduate studies in the School of Education; professional educator license, or permission of the Dean of the School of Education.

Provides practicing teachers a deeper understanding of the geometry and measurement content that exists in the state core and instructional strategies to facilitate the instruction of this content. Special attention in this course will be given to how children learn and connect the fundamental concepts of geometry and measurement, children's developmental trajectories in this mathematical content, how children construct their understanding of various geometric concepts, children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).

### **EDUC 6540**

#### **Teaching K-6 Data Analysis and Problem Solving**

**3**

\* Prerequisite(s): Professional educator license; admission to graduate program in the School of Education; or permission of the Dean of the School of Education.

Develops a firm problem-solving foundation. Using skills and strategies applied in mathematical contexts practicing teachers will learn to think, work with others, present solutions orally to the whole class, and write up detailed solutions. Provides practicing teachers a deeper understanding of probability and data representation and analysis. Special attention in this course will be given to children's typical error patterns, problem solving strategies, interpreting and assessing students' work and learning, and integration of the NCTM process standards and the Utah Intended Learning Outcomes (ILOs).

### **EDUC 6550**

#### **Teaching K-6 Assessment and Intervention**

**3**

\* Prerequisite(s): Professional educator license; admission to graduate level in the School of Education; or permission of the Dean of the School of Education.

Provides practicing teachers a deeper understanding of the various types of assessment and their appropriate use for guiding instruction, intervention, and evaluation of student learning of mathematics content. Teaches how to screen students for mathematics problems or potential mathematics problems, diagnose students' mathematics strengths and needs, and monitor students' progress to ensure students will make optimal progress in mathematics. Teaches procedures for managing and analyzing assessment data.

### **EDUC 6600**

#### **High Ability Education**

**3**

\* Prerequisite(s): Admission into the Master of Education program

Prepares teachers of GT learners to better understand the field as an evolving and changing discipline influenced by history, philosophies, research-based principles and theories, relevant laws and policies, cultural and historical points of view, and human issues that influence professional practice, including assessment, instructional planning, delivery, and program evaluation. Explores characteristics of gifted individuals with emphasis on identifying needs and a general overview of possible services for gifted learners. Prepares teachers to advocate for GT students and their programs in schools and school districts. Emphasizes discussing and finding applications from current research in gifted, talented, and advanced education.

**EDUC 6610**  
**Social and Emotional Needs of High Ability Learners**

**3**  
 \* Prerequisite(s): Admission to the Master of Education program

Explores current research and material relevant to the social and emotional issues that may arise for gifted and talented students. Focuses on current research through discussions, projects, and classroom observation. Develops a deeper understanding of social and emotional issues that students with gifts and talents experience in K-12 classrooms. Applies findings from current and seminal literature in the field. Includes classroom observations of connections between cognitive development and affective domain. Includes 15 hours of field experience/practicum in addition to class time.

**EDUC 6620**  
**Identification/Evaluation of High Ability Learners**

**3**  
 \* Prerequisite(s): Admission to Master of Education program

Prepares teachers to use the results of a variety of assessment tools for both identification and learning progress decisions. Defines the processes of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement. Includes current and historic documents and research to contrast ideas of determining "giftedness" throughout history with modern conceptions underlying gifted and talented education. Includes 15 field experience/practicum hours in addition to class time.

**EDUC 6630**  
**Theory into Practice for High Ability Education**

**3**  
 \* Prerequisite(s): Admission to Master of Education program

Prepares teachers to understand societal influences on the development of curricula. Focuses on long- and short-range units of instruction anchored in both general and special curricula for gifted and talented students. Addresses individual's abilities and needs, the learning environment, and cultural and linguistic factors. Includes current research-based classroom practices.

**EDUC 6635**  
**Methods and Materials for High Ability Learners**

**3**  
 \* Prerequisite(s): Admission to Master of Education program

Requires teacher-participants to locate, create, and or adapt curricular materials and methods of instruction needed to implement differentiated instruction for gifted and talented learners. Encourages creative problem-solving for a variety of student abilities and needs, the learning environment, and cultural and linguistic factors that may influence instruction. Requires application of current findings from the literature to the evaluation of methods and materials for gifted and talented instruction.

**EDUC 6640**  
**High Ability Curriculum and Instruction in the Content Areas**

**3**  
 \* Prerequisite(s): Admission to Master of Education program

Prepares teachers of gifted and talented students with the selection, adaptation, creation, and implementation of differentiated instructional models and strategies, especially those related to fostering creativity. Evaluates current research on outcomes from instruction based on creative processes that are designed to foster creative, critical, and analytic thinking. Requires 15 field experience/practicum hours in addition to class time.

**EDUC 6660**  
**Reading Assessments and Instructional Interventions**

**3**  
 \* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Focuses on curriculum-based measurement, the assessment/instructional cycle, and how to use assessment data to design and implement instructional interventions to increase students' reading achievement. Studies the four federal assessment categories: screening, progress monitoring, diagnosis, and outcomes, as well as assessment instruments within the various categories and the 3-tiered model. Focuses on building students' oral language and background knowledge, teaching alphabet knowledge and phonemic awareness, teaching students to use and recognize and use common phonic spelling patterns, building vocabulary, increasing fluency, teaching students to apply comprehension strategies, and fostering students reading engagement. Describes reading assessments and interventions that are appropriate at the primary, intermediate, and secondary levels.

**EDUC 6661**  
**Literacy and Cognition of Reading**

**3**  
 \* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Provides foundational knowledge about literacy instruction, including an historical perspective on reading instruction, an introduction to theories and models of literacy acquisition, a study of language systems and language acquisition, and theories related to the literacy development of people across the lifespan and their instructional implications. Includes the debates and various stances of reading researchers, and the instructional directives that grew out of the research.

**EDUC 6662**  
**Early Literacy Instruction**

**3**  
 \* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Designed to help students understand the history, major perspectives and theories about how young children understand literacy. Focuses on developmentally appropriate instruction and the value of play relating to oral and print literacy in kindergarten and the primary grades. Examines literacy development within the larger framework of the communicative arts, i.e., oracy, written expression, reading, spelling, handwriting, listening, the visual and performing arts, and the social community, i.e., family, socioeconomic conditions, culture, ethnicity, language, etc.

**EDUC 6663**  
**Content Area Reading**

**3**  
 \* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Designed to help practicing teachers develop an in-depth understanding of the research findings, issues, principles and practices related to exemplary, research-based reading and writing instruction in the content areas. Covers the use of textbooks and nonfiction reading materials for young students who are beginning readers and writers. Focuses on how to assist all learners to read, understand and learn from nonfiction reading materials. Covers assisting students at all grade levels in their reading of materials and writing of text related to science, social studies, history, math art, music, etc.

## Course Descriptions

### **EDUC 6664**

#### **Adolescent Literacy**

**3**

\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Provides practicing secondary teachers with concepts, models, and strategies to support adolescent literacy instruction. Familiarizes teachers with practical constructs for understanding adolescent literacy, its importance, how it can be fostered and employed for student learning, how the challenges of adolescent literacy differ from the challenges of early reading instruction, and how systematic interventions can help remediate chronic failure in literacy and learning. Teaches effective literacy improvement practices that can be realistically implemented in the context of secondary teachers' many demands.

### **EDUC 6665**

#### **Reading Comprehension Instruction**

**3**

\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Focuses on reading comprehension instruction as the essence of reading. Emphasizes the theoretical foundations that support comprehension such as schema theory and the construction-integration theory. Includes the following five research-supported strategies: activating prior knowledge, questioning, analyzing text structure, creating mental or visual images and summarizing. Teaches how to offer explicit teacher-led comprehension strategy instruction that will lead to helping their students coordinate a set of comprehension strategies. Teaches how to help students construct meaning through rich discussions and interactions around a variety of text structures and genres. Prepares teachers to provide scaffolded support including demonstrations, pictures, diagrams, and collaboration with other students.

### **EDUC 6666**

#### **Effective Writing Instruction**

**3**

\* Prerequisite(s): Admission to Graduate Status, Admission to the School of Education Masters Degree Program, Or permission of the Dean

Focuses on using effective strategies for teaching writing across the curriculum and for diverse populations. Teaches application of the writing process, writing workshop, and interactive writing procedures in the classroom. Covers the development of orthographic knowledge and how to assess student work using the Qualitative Spelling Inventory and the Six-Trait Writing Model.

### **EDUC 6750**

#### **Energy in Elementary STEM Education**

**3**

\* Prerequisite(s): Admission to Graduate Status; Admission to the School of Education Masters Degree Program; Or permission of the Dean or the instructor

Prepares teachers to teach English as a second language in U.S. public schools. Includes both theoretical and applied aspects of second language learning and teaching. Provides general and special educators and second language specialists techniques, activities, strategies and resources to plan instruction for English language learners (ELLs). Emphasizes oral language development, literacy and content-area instruction for teaching K-12 students.

### **EDUC 6760**

#### **Force in Elementary STEM Education**

**3**

Provides teachers with a deep and useful understanding of force and the nature of how students use concepts of force to make sense of phenomena across life, earth, and physical science. Explores the theory of and enhances teacher insights into: 1) how force, matter and energy interact, 2) the relationship of force to energy and interactions within fields, and 3) pedagogical content knowledge around teaching and learning about force. Also connects knowledge of concepts of force to practices in technology, engineering and mathematics, and engages participants in evaluating technology appropriate to elementary STEM instruction. Requires participants to make connections between current learning theories and methods of STEM instruction.

### **EDUC 6770**

#### **Matter in Elementary STEM Education**

**3**

Models effective and engaging instructional practices for teaching about matter in the elementary classroom, and connects knowledge of concepts of matter to practices in technology, engineering and mathematics. Requires participants to design and implement STEM lessons that will help elementary students use content knowledge about matter to make sense of phenomena across life, earth, and physical science. Designed to help participants gain insights into: 1) how matter and energy interact, 2) the relationships of matter to forces and interactions within fields, and 3) pedagogical content knowledge for teaching about matter. Involves participants in active instructional strategies and pedagogical theories. Focuses on designing learning environments that support collaborative learning and engagement in STEM lessons.

### **EDUC 6780**

#### **Science and Engineering in Elementary STEM Education**

**3**

Explores the nature of science using science and engineering principles, practices, and processes. Investigates applications of learning theory to Science, Technology, Engineering and Mathematics using problem-based learning experiences. Requires participants to develop teaching practices to assist them in integrating engineering practices across disciplines as they apply Utah Science Standards to elementary STEM instruction.

### **EDUC 6790**

#### **Technology and Problem-Based Learning in Elementary STEM Education**

**3**

Engages participants in developing meaningful understandings of problem-based approaches to teaching, learning, and the integration of STEM practices across the curriculum using appropriate technology. Requires participants to demonstrate their skills through the development of problem-based, hands-on learning experiences for elementary students, based on findings from current research and theory of cognitive development. Critically evaluates technology for STEM education, based on current national guidelines.

### **EDUC 691R**

#### **Project I**

**1**

\* Prerequisite(s): EDUC 6200 and Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director

Provides instruction regarding writing a formal classroom-based research project proposal to present to the School of Education Graduate Board. Supports students in obtaining human subject clearance. May be repeated for a maximum of 2 credits toward graduation. Course will be graded credit/no credit.

### **EDUC 692R**

#### **Project II**

**1**

\* Prerequisite(s): EDUC 691R and Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director

Provides support regarding Implementation of the classroom-based applied research project. Course will be graded credit/no credit. May be repeated for a maximum of 2 credits toward graduation.

**EDUC 693R**

**Project III**

**1**

\* Prerequisite(s): Matriculation into a School of Education graduate program or matriculation into Master of Science-Mathematics, M.S., program, or approval of graduate program director

\* Prerequisite(s) or Corequisite(s): EDUC 691R and EDUC 692R

Provides support regarding completion of a classroom-based applied research project and acceptance of the classroom-based applied project by the School of Education graduate Board. Course will be graded credit/no credit. May be repeated for a maximum of 9 credits toward graduation.

**EDUC 694R**

**Directed Individual Study**

**.5 to 3**

\* Prerequisite(s): Admission to Graduate Status; Admission to the School of Education Masters Degree Program or permission of the Dean

Provides individual instruction for Master of Education students wishing to further their understanding of the field of education. Focuses on individual research regarding instructional methods and/or assessment. May be repeated for a maximum of 6 credits. Graded Credit/No Credit.