Education (EDUC)

Courses

EDUC 1000. Transition to Teaching. 1 Hour.
For Alternative Route to Licensure (ARL) teachers only. This orientation class will assist ARL teachers who have a bachelor’s degree in a content area taught in Utah schools to make a successful transition to teaching through the Alternative Route to Licensure program. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 1001. FYE: Education. 1 Hour.
First Year Experience course recommended for entering freshmen and transfer students with 0-24 credits. Designed to help students adapt to university life and become integrated into Dixie State University. Students will refine academic skills, create and foster social networks, learn about university resources, and explore different fields of study, degree options, and career opportunities in Education. Multiple listed with all other sections of First Year Experience (all 1001 courses, ENGR 1000). Students may only take one FYE course for credit. FA, SP.

EDUC 1010. Foundations/Intro to Education. 3 Hours.
Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning, inquiry methods, direct instruction and mastery learning. Students are required to do two full observation days in local K-12 school settings. FA, SP, SU.

EDUC 2010. Intro to Exceptional Learners. 3 Hours.
Required pre-requisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Provides an overview of exceptional students and examines the teacher’s role in integrating these students into the K-12 classroom. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. In addition, students will learn the basic laws and policies of Special Education and the key characteristics of inclusion and co-teaching. FA, SP, SU.

EDUC 2400. Foundations Multicultural/ESL. 3 Hours.
Global and Cultural Perspectives course. Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Teacher candidates will examine a variety of theoretical frameworks associated with multicultural education and current issues affecting diverse students in the educational setting. The course content and assessments will provide teacher candidates with opportunities to discuss and reflect on issues of race, gender, individual differences, and ethnic as well as cultural perspectives. Additionally, a foundation of language acquisition theory and sheltered English techniques will also be introduced to address the needs of English Language Learners. This course also partially fulfills the requirement for ESL Endorsement. FA, SP, SU.

EDUC 2500. Technology for Educators and Electronic Portfolios (K-12). 3 Hours.
Required pre-requisite for both the Elementary Education and the Secondary Education Teaching (SET) programs. Teacher candidates will learn basic computer programs and technology tools that will be used to create productive learning environments in the educational setting. For example, computer programs will address grading software, creating databases, spreadsheets, word processors, e-mail, bulletin boards, internet access, educational websites, and Smartboards. In addition to these technology tools, students will develop an electronic portfolio based on INTASC (New Teachers Assessment and Support Consortium) and NET (National Educational Technology Standards for Teachers). This e-portfolio will enable pre-service teachers to document professional growth in a wide range of knowledge, skills, and dispositions through tangible artifacts and reflections throughout their educational career. FA, SP, SU.

EDUC 2800. Instruction, Technology, Assessment, and Planning. 3 Hours.
For ARL teachers only. ARL teachers will focus on unit plans, developing lesson plans, and unwrapping state core content standards. Teachers will learn to use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. Formal and informal assessment strategies will be covered to help teachers evaluate and ensure the continuous intellectual, social, and physical development of the learner. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2820. Creating a Learning Environment. 3 Hours.
For ARL teachers only. ARL candidates will focus on how children learn and develop. They will gain knowledge to provide learning opportunities that support students’ intellectual, social, and personal development. The ARL teacher will discover how to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Most of the class content will focus on strategies for classroom management. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.
EDUC 2840. Literacy Strategies. 3 Hours.
For ARL teachers only. This course will focus on foundations of reading comprehension of students, and decisions teachers make concerning methods, materials and procedures based on those foundations. ARL teacher candidates will integrate literacy skills (vocabulary, study skills, comprehension development, and writing) within their respective content areas. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2860. Survey of Learning and Teaching Diverse Populations. 3 Hours.
For ARL teachers only. This course will explore the rationale, concepts, theory and practice of teaching diverse populations from cultural, linguistic and socioeconomic diverse backgrounds in pluralistic schools and societies. ARL teachers will develop skills in delivery, classroom management, motivation, language acquisition, and community and family involvement. Prerequisites: Admission to the Dixie State University ARL program; and Instructor permission. Offered based upon sufficient student need.

EDUC 2899. Travel Study Japan: Culture, Education, and People. 3 Hours.
Introductory course for students interested in culture and the public educational system of Japan. This course is a three (3) week classroom course followed by a ten (10) day travel study trip to Japan. The purpose of the course will be to learn about the culture of Japan through history, education and its people. In the three week intensive course module that occurs prior to the trip to Japan, students will participate in lecture/discussions that will build knowledge about different regions of Japan we will visit, as well as the entire country and the culture. After the introduction, the lecture/discussions will focus on the educational system of Japan to explore the differences and similarities between the US and Japanese educational system. In addition to visits to historical landmarks, excursions to public schools are included to experience the Japanese educational system. Home stay is also included at one of the regions visited. Additional travel fee required. Prerequisite: Instructor permission. SU.

EDUC 2990. Seminar in Education. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

EDUC 3110. Educational Psychology. 3 Hours.
Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) licensure program. Provides teacher candidates with an overview of the relationship of psychology to teaching and learning. Students will learn about the nature of learning, human brain growth, the impact of brain research, child and adolescent development and how the brain processes information. An emphasis is placed on how teacher candidates can apply the theories and practices of educational psychology into day-to-day teaching practices. Prerequisite: FCS 1500, or PSY 1010, or PSY 1010A, or PSY 1100. FA, SP, SU.

EDUC 3990. Seminar in Education. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

EDUC 4700. Foundations of Dual Language Immersion Education. 3 Hours.
For those seeking Dual Immersion Education endorsement. Emphasizes the theoretical and practical background about Dual Immersion Education. Overview of Dual Language Immersion Education, program models, teaching and learning issues in Dual Language Immersion Programs, and challenges of Dual Language Immersion Programs will be addressed to assist the success of prospective immersion teachers in the classroom. Eligible languages include Spanish, French, Mandarin Chinese, German, and Portuguese. This course meets partial requirements for the Dual Language Immersion Endorsement for the state of Utah. Dual listed with HUM 4000 and SPAN 4000 (students may only take one course for credit). Prerequisite: Must be admitted to DSU teacher preparation program or have a Utah teaching license. Instructor permission required. FA, SP, SU (Even years).

EDUC 4990. Seminar in Education. 0.5-3 Hours.
For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.
EDUC 5010. Data Analysis and Problem Solving in STEM. 3 Hours.
This course will develop a firm problem-solving foundation. Using skills and strategies applied in mathematical contexts practicing teachers will learn to gather data, work with others, present solutions orally to the whole class, and write up detailed solutions. This course will also provide 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 National Council of Teachers of Mathematics Process Standards and the Standards for Mathematical Practice. Prerequisite: Instructor permission. FA (odd).

EDUC 5020. Nature of Science and Engineering. 3 Hours.
In this course participants will experience introductory explorations of the nature of science using science and engineering principles, practices, and processes. Applications to Science, Technology, Engineering and Mathematics will be explored using learner-based pedagogy. Participants will develop teaching practices to assist them in educating K-6 students in selected Earth and Life Science Standards. As appropriate and available, STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission. SP (even).

EDUC 5030. Energy in STEM Education. 3 Hours.
This course 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. This understanding 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. The course provides teachers with knowledge of how energy concepts may be used by students with the Crosscutting Concepts, and Engineering and Science practices found in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission. SP (even).