Education (EDUC)

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 Utah Tech 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Know how to succeed academically by using a course syllabus, taking good notes, studying effectively, reading a college textbook, talking to your professors, recognizing and dealing with test anxiety, taking tests effectively, staying motivated, and avoiding academic dishonesty. 2. Know some strategies for dealing with the challenges of college life for managing your time, staying safe on campus, recognizing and dealing with stress, staying healthy, and managing money. 3. Know your way around Utah Tech University including where to find buildings and services that you may need on campus, what campus services are available to you, how to do things like add classes, drop classes, change your major, check your account balance, and use your D-mail, what academic policies are found in the University Catalog, how to get involved in college life, what your rights and responsibilities are as a student. 4. Understand your major or area of study including why education is important for you, what General Education is and how to fulfill the GE requirements, how to form a college network, how to choose a major that is right for you, what the course requirements are in your major, how to construct a graduation plan, and what kinds of careers your major offers. FA, SP.

EDUC 1010. Foundations/Intro to Education. 3 Hours.
Required prerequisite course for Elementary Education, Special Education, and the Secondary Education Programs. 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Review the professional aspects of teaching as a career; express personal philosophy of education; examine educational views, teaching styles, and school programs and practices; and assess information and experiences to decide on a career in teaching. 2. Identify social issues affecting the schools; and explain the historical, philosophical and other related issues influencing education. 3. Recognize the cultural diversity in our society; understand individual learner differences and cultural linguistic diversity; and be a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. 4. Describe public schooling in the United States and current aspects of our educational system and understand the central concepts, tools of inquiry and structures of the discipline. 5. Identify effective ways to engage collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. 6. Understand that teachers demonstrate the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515; and understand the multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction and determine whether the outcomes described in content standards have been met. 7. Understand that teachers plan instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context; and understand how to use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways. 8. Understand how to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation. FA, SP, SU.

EDUC 2010. Intro to Exceptional Learners. 3 Hours.
Required prerequisite course for Elementary Education, Special Education, and the Secondary Education Programs. This course provides an overview of the characteristics and learning needs of exceptional students and examines the teacher's role in integrating these students into the K-12 classroom. Students will learn the basic laws and policies of Special Education such as ADA, IDEA and Section 504 of Vocational Rehabilitation Act; the key characteristics of inclusion, collaboration, and co-teaching; common learning and behavioral characteristics of exceptional students, and the principles of effective instruction in a tiered system of support. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the IDEA definition of and the learning and behavioral characteristics of students with different exceptionalities. 2. Identify strategies for effectively collaborating with families of students with disabilities. 3. Explain the philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality as well as current legislation (ADA, IDEA and Section 504 of the Vocational Rehabilitation Act) that shape service delivery. 4. Explain effective practices for inclusive, collaborative, and co-teaching situations that best contribute to a positive learning environment. 5. Summarize how systems of support such as multi-tiered (MTSS) and Universal Design for Learning (UDL) can be implemented to meet the needs of diverse learners in the general education classroom. 6. Plan the implementation of educational interventions with accommodations, modifications, services, and supports established by the learning needs, an IEP, or a 504 plan for students with disabilities in the general education classroom. FA, SP, SU.

EDUC 2400. Foundations Multicultural/ESL (SS, GC, ALCI). 3 Hours.
Fulfills General Education requirement for social science and global and cultural perspectives. Required prerequisite course for Elementary Education, Special Education, and the Secondary Education Programs. 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. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Examine multicultural education and demonstrate foundational knowledge and applications of multicultural education in the United States. 2. Analyze how race, religion, gender, sexual orientation, language, age, and socioeconomic status affect teaching and learning. 3. Explore how to develop and design a democratic, inclusive, and inviting classroom. 4. Investigate how to reduce sources of biases, stereotypes, and prejudices in the curriculum and classrooms. 5. Evaluate how globalization and transnationalism affect English language learners. 6. Identify and interpret the contextual factors of a classroom, school, district, and state. FA, SP, SU.

EDUC 2500. Instructional Technology in K-12 Classrooms. 3 Hours.
Required prerequisite course for Elementary Education, Special Education, and the Secondary Education Programs. Candidates will research and evaluate technology resources for quality, accuracy, and effectiveness. Candidates will apply state and national technology standards as they design, implement, and assess digital learning experiences to engage students and improve learning in K-12 classrooms to enrich professional practice. Course must be taken within 5 years of application to the Education Programs. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Design instruction with national, state, and local standards for technology. 2. Evaluate multiple media and technology resources for quality, accuracy, and effectiveness and use these resources to enhance student learning. 3. Demonstrate software proficiency and successfully troubleshoot problems. 4. Analyze current trends and issues related to educational technology in K-12 classrooms. FA, SP, SU.

EDUC 2700. Graduation Planning, Program Application & Career Prep. 0 Hours.
Required for all Elementary and Special Education majors with at least 20 credits earned, and Secondary Education majors with at least 60 credits earned. This course will prepare students to create and submit a graduation plan, and to explore their career fields. This course is designed to help students be informed as they make decisions regarding courses, prerequisites, applying for their program, and future career options. ***COURSE LEARNING OUTCOMES (CLOs) ** At the successful conclusion of this course students will: 1. Develop understanding of major requirements, program prerequisites, and course rotations to inform degree planning. 2. Develop and submit a graduation plan for review by their advisor. 3. Engage in career exploration to understand career options available post-graduation, and the skills needed to be successful in these careers. Prerequisites: Elementary Education and Special Education majors with at least 20 credits earned, and for Secondary Education majors with at least 60 credits earned. FA, SP.

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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrates understanding of globalization and transnationalism to identify the relationship with the world we live in. 2. Develop a culturally responsive lesson plan. 3. Demonstrate knowledge of education through comparing the US and Japanese educational system. Prerequisite: Instructor permission. SU (odd).

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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

EDUC 3110. Educational Psychology. 3 Hours.
Required prerequisite course for Elementary Education, Special Education, and the Secondary Education Programs. Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Students will demonstrate knowledge 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 to daily teaching practices. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify key theorists and summarize their contributions to education and/or educational psychology. 2. Demonstrate the importance of educational research, using APA format to describe and analyze findings of research studies. 3. Demonstrate knowledge of learning theories, developmental theories, and motivational theories. 4. Apply those theories to the design, implementation, and evaluation of daily teaching practices and educational interventions. 5. Observe in classroom settings to determine connections between educational research and actual classroom practices. Prerequisites: FSHD 1500, or PSY 1010, or PSY 1100. FA, SP, SU.

EDUC 3300. Literacy Beyond the Early Years. 3 Hours.
Required for all Special Education majors. This course will focus on developing the pedagogical knowledge and skills necessary to provide appropriate literacy instruction for students in the intermediate grades (3-12). This course content will focus on the core components (phonics, fluency, vocabulary, comprehension) as well as assessment and intervention. These components are all necessary to build strong literacy skills and determine appropriate differentiation strategies needed for readers with diverse backgrounds, cultures, language and reading needs. Teacher candidates will practice these pedagogical skills during a field experience in the public schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Recall the general scope and content of literacy instruction. 2. Interpret and apply the general principles of effective instruction in literacy lessons including principles of planning, organization, explicit instruction, feedback, and assessment in order to meet the needs of diverse students through grade 12. 3. Plan literacy instruction in the intermediate grades and beyond in the following areas: Decoding, Fluency, Vocabulary, and Comprehension. 4. Apply the principles of literacy instruction in the following areas: decoding, fluency, vocabulary, and comprehension with students in grades 3-12. Prerequisites: Admission to the Utah Tech University Special Education program. FA, SP.

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. For international travel, see studyabroad.utahtech.edu for additional travel costs that may apply. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goal. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.

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). **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss theoretical principles and research findings that underlie dual language and immersion education. 2. Explain differences and similarities between one-way, two-way, developmental bilingual, and indigenous language immersion programs. 3. Summarize key principles of first and second language in dual language and immersion classrooms. 4. Discuss the social and political contexts for dual language education and their implications for classrooms and programs. 5. Synthesize lessons that can be learned from dual language and immersion programs around the world and based on class observations in the DLI schools in the local school district. FA.

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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate learning through original and creative ideas. 2. Collaborate with others to accomplish a shared purpose or goals. 3. Use appropriate strategies and tools to represent, analyze, and integrate seminar-specific knowledge. 4. Develop the ability to think critically about course content. 5. Apply knowledge from seminar to a range of contexts, problems, and solutions.