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 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 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 included using 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 both the Elementary Education degree and the Secondary Education 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Understand and identify the IDEA definition of and the learning and behavioral characteristics of students with different exceptionalities. 2. Identify appropriate instructional accommodations and modifications to meet the individual learning needs of exceptional learners. 3. Identify issues and challenges faced by individuals and families of individuals with disabilities. 4. Explain the philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality as well as current legislation that shape service delivery. 5. Identify effective practices for inclusive and collaborative teaching situations that best contribute to a positive learning environment. FA, SP, SU.

EDUC 2400. Foundations Multicultural/ESL (GC). 3 Hours.
Global and Cultural Perspectives course. Required prerequisite course for both the Elementary Education degree and the Secondary Education 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. **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, 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 pre-requisite for both the Elementary and 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. 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 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. **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 required 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 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. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify key researchers and their contributions to education and/or educational psychology. 2. Understand the importance of educational research; use the APA format to describe and analyze findings of research studies. 3. Describe characteristics and stages of cognitive, physical, and emotional development. 4. Understand how to design instruction and assessments that are appropriate for social, cognitive, and emotional development. 5. Reflect upon course content and its applications to future professional learning, classroom practice, and career goals. 6. Recognize signs of learner distress and how to respond with appropriate interventions including referral to counselors, social workers, and other support personnel. Prerequisite: FSHD 1500, or PSY 1010, 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).

**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.

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. Teach small groups of students. 2. Understand behavior management and be able to handle a classroom. 3. Be able to teach whole class of students. 4. Understand the content necessary to teach students in a classroom.

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. **COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Select appropriate strategies to solve a problem. 2. Solve challenging mathematical problems in groups and individually. 3. Write problem-solving summaries, communicate orally solution processes and conclusions, and improve collaboration skills. 4. Communicate data analysis and problem-solving strategies orally, visually, and in writing, as well as facilitate effective discourse in a positive mathematics learning environment. 5. Collect and organize data using tally marks, tables, pictographs, bar graphs, line graphs, frequency tables, line plots, stem-and-leaf plots, circle graphs, scatter plots, histograms, and box-and-whisker plots. 6. Select and interpret measures of central tendency (e.g. mean, median, and mode, including the impact of outliers). 7. Select and interpret measures of dispersion (e.g. range, variance, standard deviation, percentiles). 8. Identify and apply concepts of probability including: likely, unlikely, certain, impossible, sample space, experimental and theoretical, and recognition of probability as a value between 0 and 1. 9. Conduct experiments with and without replacement and compare theoretical and experimental probabilities. 10. Analyze misrepresentation and misleading data that exists in the real world, in order to become informed “consumers” of data. 11. Develop lesson plans including assessments to teach to your own students that incorporate the above outcomes as appropriate to your grade level. 12. Develop a unit test using a test blueprint. 13. Record reflections on how your mathematical and pedagogical thinking changes over the course of the semester. Prerequisite: Instructor permission.

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.
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.

EDUC 5040. Matter in STEM Education. 3 Hours.
This course 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. The course provides course participants with knowledge of how matter concepts may be used by students with the Crosscutting Concepts, and Engineering and Science practices as outlined in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course.

EDUC 5050. Force in STEM Education. 3 Hours.
This course 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. This understanding 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. The course provides teachers with knowledge of how concepts of force may be used by students with the Crosscutting Concepts, and Engineering and Science practices as outlined in the Next Generation Science Standards. STEM content professors will be involved in the instruction of this course. Prerequisite: Instructor permission.

EDUC 5060. STEM Practices in Technology and Problem-Based Learning. 3 Hours.
The STEM Practices course will engage participants in developing meaningful understandings of problem-based approaches to teaching, learning, and the integration of STEM practices across the curriculum using appropriate technology. Participants will demonstrate their skills through the development and creation of a problem-based, hands-on experience. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Demonstrate the ability to provide access for all students to STEM education, including traditionally underrepresented groups that consider students of diverse backgrounds and perspectives. 2. Create a safe and supportive learning environment for all students to engage and learn integrated STEM concepts and practices. 3. Use student achievement data and formative assessment to design authentic, innovative, problem-based learning experiences. 4. Incorporate the nature of science and the engineering design cycle in lesson planning as outlined in the eight Scientific and Engineering Practices of the Next General Science Standards. 5. Implement appropriate assessment and technological tools to enhance STEM teaching, learning, student achievement, and college career readiness. 6. Work with colleagues to develop and use effective methods for organization and management of a problem-based learning environment to engage students in STEM learning. 7. Improve teaching and learning through reflective practice. Prerequisite: Instructor permission.