

COURSE DESCRIPTIONS

EDUC 201 Discovering Creativity Multiple Intellig 2 CREDITS

This course is an exploration of creativity and discovering multiple personal strengths! What is creativity? What are multiple intelligences? This class is designed to involve students in the process of discovering their own preferential styles and their creative selves. The focus will be three-fold: exploring a variety of theories of the creative process and how it is affected by individual intelligences; considering creative people and their lives; and creating products that incorporate our own creativity using various specific intelligences. We will discover and develop personal strategies that encourage and promote creative thinking and production. It is an opportunity to look at your own creativity and personal strengths in order to enhance learning and life.

EDUC 206 How to Change the World? 3 CREDITS

This course enables students to learn about service and community engagement as a means of impacting the world around them. The course strengthens the students' understanding of the connection between their field of endeavor and the diverse needs of their community. To further understand these community needs, students will spend time providing service to individuals or agencies in the local community. Students will make connections between community service and their own learning through in class activities, assignments, interviews, presentations and personal reflection. (WCore: EWRLD)

EDUC 207 Hope/Resilience Childhood Trauma 4 CREDITS

This Social and Behavioral Sciences W-Core course will explore ways in which traumatic childhood events impact and shape individuals' brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. We will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these experiential and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability to solving real-world problems. (WCore: WCSBS)

EDUC 220 Math for K-6 Teachers I 3 CREDITS

This course is a concept-oriented exploration of number and early algebraic reasoning in relation to children's learning. The emphasis is on developing conceptual and relational understanding of number and number theory, arithmetic operations and their properties, and models for teaching these concepts in the early childhood and elementary classrooms. Students will examine how the concepts of number and operations connect and grow across the K-6 grade levels.

EDUC 221 Math for K-6 Teachers II 3 CREDITS

This course is a concept-oriented exploration of geometry, measurement, probability, and data analysis topics in relation to children's learning. The emphasis is on developing conceptual and relational understandings of these topics from an informal and hands-on perspective. Students will examine how many of the concepts related to these topics develop from the early and elementary children's natural explorations. Prerequisite: MATH 141 with C or better.

EDUC 252 Developmentally Teaching, Learning Appropriate 4 CREDITS

This course introduces students to developmental theories, principles, and practices. The following topics are studied: instructional design, classroom environment, assessment, culturally responsive teaching, Common Core, and the Utah State Core. 'Funds of Knowledge' will be introduced as a framework for building home-to-school connections into instructional design. The Teacher Work Sample will be introduced.

EDUC 300 Special Topics in Education 1 to 4 CREDITS

Timely topics in education are presented as appropriate to students' needs and curricula.

EDUC 301 Educational Policy 3 CREDITS

This course emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a

political system. The course explores decisions that are made within schools, educational institutions, state legislatures, and the federal government. A variety of theoretical frameworks for understanding issues, the decisions of policy makers, participation in decision-making, and the outcomes of policy will be discussed.

EDUC 302 Foundations Education Diverse Society, Society 4 CREDITS

Students learn the basic tools of philosophical, historical, and sociological inquiry for exploring questions about the traditions in education and how to apply those tools in a diverse educational setting. Students observe in schools for fifteen clock hours and have the opportunity to evaluate teaching as a career choice, apply for admission to the Teacher Education Program, and begin a teacher education portfolio. Prerequisite: sophomore standing or consent of instructor and must pass the writing and language usage test.

EDUC 305 Elementary Classroom Management 3 CREDITS

Students will examine, integrate and apply various dynamics and principles of classroom management to practical elementary classroom environments. Discipline, interpersonal relationships, classroom climate, home and parent involvement, conflict resolution, restorative discipline and providing meaningful opportunities for student voice will be addressed.

EDUC 307 Globalization of Education 3 CREDITS

This course analyzes the political, economic, and social forces that have lead the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world.

EDUC 309 Advocacy Under the Dome 4 CREDITS

Students will gain the knowledge and skills to participate effectively in local public policy making and advocacy. Through first-hand observation of and engagement with local political processes, study of public policies, and analyses of contemporary movements, students will deepen their understanding of how public policies are made and how citizens can be most effective in influencing those policies.

EDUC 312 Specialized Education Services 3 CREDITS

Explores professional roles and responsibilities of general educators in K-12 schools as they serve students with specific learning needs. Explores the collaborations among educators, families, and community agencies in providing appropriate services and educational plans for students with gifted and talented abilities, mild to severe learning and behavioral disorders, and for students with cognitive and physical disabilities.

EDUC 313 Adult Learning 3 CREDITS

Explores adult learning theory and research and their applications to learning situations. Includes discussion of social, institutional, and other contextual factors that affect learning, as well as individual characteristics of adults such as developmental phases, cognitive abilities, learning styles, motivations and emotions.

EDUC 315 Learning Theories 3 CREDITS

Students examine, integrate, and apply principles of learning and developmental theories to classroom environments. Includes related behaviorist, cognitive, and developmental theorists. Prerequisite: PSYC 105.

EDUC 322 Serious Games, Gamification, and Beyond 3 CREDITS

Gaming has become an important pathway for learning in a variety of formal and non-formal settings. In this course, students learn the differences between gamification, game-based learning, and learning games and how to use these formats effectively. Students connect learning theories to game design to enhance motivation and learning. Students make use of research on learning through gaming and design a game-based learning unit. Ethical issues involved in the field will be explored.

EDUC 334 Teaching Adults 3 CREDITS

Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and

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application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning.

EDUC 335 Adult Education, Program Planning 3 CREDITS

This course focuses on the process of planning and evaluating adult education programs. Different models for program planning will be considered along with their appropriateness for differing settings. The course will include methods for evaluating adult education programs.

EDUC 342 Science Methods 3 CREDITS

Principles, methods, and materials for teaching science in the elementary school. Scope and sequence of science concepts include life sciences, physical sciences, and other sciences using inquiry oriented teaching and learning. Students are required to spend twenty clock hours in a field placement.

EDUC 344 Creative Arts Methods 3 CREDITS

Introduction to the methods, materials, and media for creative arts instruction. Involves how to teach appreciation of the arts, music, movement, and production in the arts. Students are required to spend twenty clock hours in a field placement.

EDUC 346 Social Studies Methods 3 CREDITS

Principles, methods, and materials for teaching social studies in the elementary school. Scope and sequence of social studies concepts include geography, history, economics, community, state and national governments. Students are required to spend twenty clock hours in a field placement.

EDUC 352 Management of Nonprofit Organizations 4 CREDITS

The course provides an overview of the history, development, role, auspices, organization, strategies, and purposes of nonprofit organizations in the U.S. and the world. Emphasis is placed on structure, planning, policies, organizational leadership/management, governance, stewardship, resource development, community building, advocacy, volunteer services, and problems that face nonprofits. The course addresses social, political, economic, cultural and ideological issues.

EDUC 353 Corporate Training & Workplace Learning 3 CREDITS

This course explores various approaches to teaching/learning in the workplace, including training, human resource development, and workplace learning. Students will learn skills for facilitating learning and for training trainers. Ethical issues in the field will be discussed.

EDUC 354 Administrative Leadership 3 CREDITS

This course teaches basic leadership and management skills for students administering educational programs or organizations. Approaches to leadership, budgeting and financial management, assessment, and personnel practices will be explored and connected to tasks and issues in students' workplaces.

EDUC 355 Literature-Based Reading Instruction 1 CREDIT

Students will become familiar with a wide range of children's and adolescents' literature and explore their uses in the classroom. The course focus will be on instructional strategies for developing critical and analytical thinking skills. A wide range of authentic literature will be presented along with a study of genres and integration into content areas.

EDUC 356 Online Teaching and Learning 3 CREDITS

Students will identify how they and others learn using the internet. They will participate in the development of online learning materials and follow best practices in instructional design to identify learning outcomes, design appropriate learning materials for a type of learner, develop effective learning materials, implement online instruction, and evaluate the effectiveness of the learning process. Learners will also participate in learning technologies that help engage online students and teach others how to use these technologies.

EDUC 359 Assessment to Improve Teaching 2 CREDITS

This course prepares students to use data from their own classroom assessments and from standardized tests to improve student learning. Students will learn to tie their assessments to the Common Core standards and to interpret the results of state-wide standardized tests.

EDUC 362 Physical Education Methods 1 CREDIT

Methods and techniques for teaching elementary physical education. Prerequisite: EDUC 302.

EDUC 363 Literacy Foundations, Assessment 3 CREDITS

Research-based literacy assessments, processes, and instructional practices will be studied and then practiced in the field. In addition to a K-6 classroom field placement, a 15-hour assessment and intervention experience with a struggling reader is required. Prerequisite: EDUC 252, 302.

EDUC 364 Reading and Language Arts 3 CREDITS

Provides contact with lessons, materials, methods, research, and theory for the elementary teaching in language arts skills and strategies for application in the K-6 classroom. We examine various instructional strategies and adaptations in language arts for all learners through critical text readings, shared experiences, field placement, demonstrations, hands-on activities, and active student inquiry and participation. Students are required to spend twenty clock hours in a field placement.

EDUC 368 Math Methods for K-6 Teachers 3 CREDITS

This course examines current directions in how students learn mathematics in order to promote thinking about best practices for teaching K-8 children mathematics. The emphasis is on understanding a variety of instructional practices, assessment strategies, and curriculum development to plan for effective teaching and learning. Students are required to spend twenty clock hours in a field placement. Prerequisites: EDUC 220 and 221.

EDUC 369 Literacy Assessment and Intervention 1 CREDIT

Students will practice concepts studied in EDUC 363 as they tutor readers in Title I schools on a weekly basis. Co-requisite: EDUC 363

EDUC 370 Adult Education: Foundations and Futures 4 CREDITS

This course introduces students to the breadth of the field of adult education and its historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult education in the US and the differing philosophies that shape contemporary educational policies, and envision possible futures for the field.

EDUC 373 Juvenile Justice 3 CREDITS

This course will explore the U.S. juvenile justice system, including its history, philosophical underpinnings, and biases. Through visits to detention facilities, interviews with individuals involved in the justice system and an exploration of comparative systems of youth incarceration and rehabilitation in the U.S. and abroad, students will critically analyze and evaluate our current system and make recommendations for reform. (WCore: EWRLD)

EDUC 374 Popular Culture As Pedagogy 4 CREDITS

This course introduces students to critical media literacy as a means of critically examining the messages they receive from the media, through popular culture, and from the entertainment industry. Students will begin to understand the role these institutions play in maintaining systems of domination and subordination through the often detrimental and deleterious portrayal of marginalized groups in the United States. In order to fully interrogate the impact these messages have on society generally and marginalized groups specifically, students will also be exposed to critical theory. Students will then take the knowledge they have attained in this course and engage in a community media literacy project. (WCore: EWRLD)

EDUC 375 Indigenous Knowledge and Lifeways 4 CREDITS

This course will introduce indigenous knowledge systems, worldviews, and lifeways from various regions of the world. The course will be structured so students experience indigenous ways of learning and social-environmental organization. Students will explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices. Students will apply their learning to addressing global crises through their specific discipline(s) and reflect on their own cultural identity, values, and practices. This course fulfills the Engaging the World requirement. Prerequisite: Completion of Writing Emphasis course.

EDUC 387 Methods of Teaching Secondary School, Mathematics 3 CREDITS

Emphasis on methods for teaching secondary math topics such as algebra, geometry, and trigonometry. Credit does not apply toward academic major or minor.

EDUC 390 Educational Research Methods 4 CREDITS

This course provides an introduction to research methods and research design. Students will learn basic skills in interpreting quantitative data and develop their skills in qualitative research methods. Students will design a final research project or creative project which integrates the knowledge and skills learned throughout the program and which benefits an education-related organization or effort. Prerequisites: WCSAM*110.

EDUC 401 Directed Studies 1 to 4 CREDITS

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Education Program. Requires consent of instructor and school dean. This course is repeatable for credit.

EDUC 417 Secondary Student Teaching Seminar 2 CREDITS

Student teachers meet four times on campus throughout the duration of the student teaching semester. In-depth discussion and reading enable students to acquire and refine skills needed by all professional teachers. Topics include parent relationships, student assessment and grades, professional growth and collaboration with colleagues, and other issues. Visits from practicing experts from the profession are included also. Case studies and portfolios are presented and explored. Offered on a credit/no credit basis. Prerequisite: permission of instructor.

EDUC 418 Student Teaching Seminar 2 CREDITS

This seminar provides a forum for teacher candidates to share information, address concerns, and network with supportive peers and faculty members during their student teaching. Additional foci on the teacher candidates' capstone assessment and career guidance are also provided.

EDUC 440 Coop/Education Internship 1 to 8 CREDITS

Offers on-the-job training. Maximum of 8 hours. Prerequisites: junior or senior standing; minimum 2.5 GPA; consent of program director and Director of Cooperative Education. This course is repeatable for credit. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 https://westminstercollege.edu/internships

EDUC 470 Secondary Student Teaching 4 to 10 CREDITS

Mentored classroom experience under the supervision of a certificated secondary teacher. Placement requires observations of, participation in, and direct responsibility for classroom work and conferences with the mentor teacher. (Students with certificates at other levels may need only five hours; all other students must have ten hours. For more information, please contact the Education Office.)

EDUC 480 Elementary Student Teaching 4 to 10 CREDITS

Mentored classroom experience under the supervision of a certificated elementary teacher. Placement requires observation of, participation in, and direct responsibility for classroom work and conferences with the mentor teacher. (Students with certificates at other levels may need only five hours; all other students must have ten hours. For more information, please contact the Education Office.)

EDUC 495 Senior Thesis/Project 4 CREDITS

Students complete the thesis or creative project designed in EDUC 390 and learn skills for data analysis and presentation of research findings. Students complete a program portfolio and participate in college-wide sharing of their learning portfolio. Requires Senior standing and EDUC 390 or EDUC 440. May be taken at during the same semester as EDUC 440. (WCore: SC)