

## COURSE DESCRIPTIONS

- EDUC 440S Internship 1 to 8 CREDITS** placed upon the joining of learning theory and instructional 2022-2023NS practice, to personal transformation of teacher professionals. The readings will guide students toward understanding a critical perspective on the sociology of schooling and exploration of how schools have evolved, the political, economic, and social forces that shape those schools today, and the significant issues facing public educators. We examine how to create inclusive spaces in relation to race, class, gender, and sexual orientation. The course helps students understand a variety of philosophical systems that shape public education and guide students to articulate their own philosophy about teaching and learning. Students are required to observe in schools and attend a school board meeting.
- 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 Appropriate Teaching, Learning 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 of Education Diverse Society 4 CREDITS**  
This course is designed to introduce students to educational theories. Students will examine, integrate, and apply various dynamics and principles of learning theories to practical classroom environments. Emphasis is
- 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. (WCore: EWRLD)
- 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 Theories of Adult Learning 3 CREDITS**  
This course explores theories and research that seek to explain how adults learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of adult learning, and research on adult learning. Students formulate a working theory of adult learning in a specific setting.
- EDUC 315 Learning Theories 3 CREDITS**  
This course explores theories and research that seek to explain how children and adolescents learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of learning, and research on learning. Students formulate a working theory of learning in a specific setting.
- 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 application of knowledge. The course addresses teaching in different settings

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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 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. (WCore: EWRLD)

### **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.

### **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 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. (WCore: SC)

**EDUC 440 Coop/Education Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. 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/student-life/career-center/internships.html>

**EDUC 480 Elementary Student Teaching 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)