

EDUCATION (EDUC)

EDUC 1100 Learning Framework 1 Credit (0 Lec, 3 Lab)

The purpose of EDUC 1100 is to enable students to develop effective academic behaviors for college success. The course is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Prerequisite(s): Reading level 6, Writing level 6

Course Type: Academic

EDUC 1200 Pathways for Learning 2 Credits (2 Lec, 0 Lab)

This course is a study of research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Prerequisite(s): Reading level 7, Writing level 7, Math level 8

Course Type: Academic

EDUC 1300 Learning Framework 3 Credits (3 Lec, 0 Lab)

The purpose of EDUC 1300/PSYC 1300 is to enable you to develop effective academic behaviors for college success. The course includes a balance between the research and theory in the psychology of learning, cognition, and motivation and how to apply what you learn to becoming successful in a college setting. You will understand the factors that affect learning and how to apply what you learn to the development of successful learning strategies. You will use assessment instruments, such as learning inventories, to help you identify your own strengths and weaknesses as a strategic learner. You are ultimately expected to integrate and apply the learning skills discussed across your own academic courses and program and become an effective and efficient learner. As you develop these skills, you should be able to continually draw from the theoretical models and apply this to your courses and to your life.

Prerequisite(s): Reading level 7, Writing level 7

Course Type: Academic

EDUC 1301 Introduction to the Teaching Profession 3 Credits (3 Lec, 1 Lab)

This is an enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. It provides opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations. This course provides support from college and school faculty preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. The course will be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Student will complete 16 contact hours of field experience in P-12 classrooms.

Prerequisite(s): Reading level 7, Writing level 7

Course Type: Academic

EDUC 2301 Introduction to Special Populations 3 Credits (3 Lec, 1 Lab)

This is an enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. Students will be provided with opportunities to participate in early field observations of P-12 special populations. The course will be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Students will complete 16 contact hours of field experience with P-12 special populations.

Prerequisite(s): C or higher in EDUC 1301, Reading level 7, Writing level 7

Course Type: Academic