

MASTER OF EDUCATION
**DEGREES FOR LICENSED EDUCATORS
AND
DEGREES LEADING TO INITIAL EDUCATOR LICENSE**

PROGRAM HANDBOOK

.....
SCHOOL OF EDUCATION



JONES INTERNATIONAL UNIVERSITY®

The Gold Standard Online University®

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Dear Student,

Welcome and thank you for choosing the Jones International University (JIU) School of Education—a world leader in the professional development of PK-20 educators.

JIU is accredited by the Higher Learning Commission (North Central Association of Colleges and Schools) and offers to you a 100% online learning and service model. The School of Education is responsive to national and international demands for improved education outcomes, and we are proud to offer exceptional MEd and EdD degree programs that are designed to be in service to both you and the learning organizations and communities that you serve.

School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve. The School provides you with a pathway to become a total professional and prepares you for your own life-long personal and professional growth. The School offers degree and certificate programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

As a student in the School of Education, you:

- Enter a high-quality program that has explicit purposes that are focused on your development as a practicing educator.
- Engage a current, relevant project-based curriculum and expertly designed courses aligned to professional standards.
- Learn from a highly qualified, international and inspirational faculty of professors who are fully committed to your success.
- Experience academic excellence.
- Pursue a degree that is right for you.
- Receive unmatched service when you need it from a team that is attentive to your personal and professional growth.
- Get help in finding financial resources.
- Complete real-world applications of your learning.
- Contribute to your communities.
- Receive honest, straightforward assessment.
- Build a professional portfolio.
- Join a unique and global community of learners.
- Take advantage of the university's Total Professional Advantage.
- Walk away proud of your accomplishments.

We trust that students who have met the program's rigorous admission standards are mature people who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities. As such, our School of Education prepares key education leaders who serve as teachers, academic department chairpersons and professional development personnel; administrators, principals and superintendents; education faculty at institutions of

higher education; researchers within organizations that create, implement and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

The School of Education's sponsored, project-based learning model empowers you to learn in ways that are personally and professionally meaningful. You explore theory and its application to the solutions of important education challenges. Each course offers you the opportunity to work closely with a mentor – a leader or leadership team in the field – who helps you to network within your local context and complete a project that addresses a relevant, authentic problem. You make a difference in your community!

At the heart of our school are supportive, accessible world-class faculty and staff dedicated to your success. Our professors are fully prepared in their academic subject areas, are familiar with the latest best practices and current research and are effective teachers in our exclusively online format. All of us in the School of Education share your love of learning and are eager to help you reach your goals and become a leader in your own learning community.

Dr. Renee Myers—JIU chair and professor who holds an EdD in Education Administration and Policy Studies—leads these licensure endorsement programs to align fully with the Colorado Department of Education (CDE) standards for endorsements. In addition, The School of Education is aligned with the standards and expectations of the Colorado Department of Higher Education (CDHE), National Council for Accreditation of Teacher Education (NCATE), and the Higher Learning Commission (HLC).

Nearly 98% of JIU's students claim that they "would recommend the university to others." We intend for you, too, to be deeply satisfied with your learning experience. Thank you for choosing the JIU School of Education!

Debora L. Scheffel, Ph.D.
Dean, School of Education

A. Needs Analysis and Occupational Outlook

The United States Department of Labor reports that the demand for elementary, middle and secondary school administrators and teachers will be strong through the next decade. Regarding “Most Job Openings,” elementary teachers are ranked third; secondary school teachers are ranked fifth; and middle school teachers are ranked seventh. K-12 education administrators make the list at #34.

To help meet this demand, the JIU School of Education has developed eight K-12 masters of education degree programs—four for students who are already licensed educators and four for students seeking initial license. These degree programs prepare graduates for professional positions as educators who are able to compete for the following kinds of positions.

- Administrator
- Department Chair
- Elementary School Teacher
- Gifted and Talented Teacher
- High School Teacher
- Instructional Coordinator
- Instructional Designer
- Instructional Technologist
- Instructional Technology Teacher
- Lead Teacher
- Middle School Teacher
- Online Learning Coordinator
- Principal
- Professional Development Coordinator
- Program Director
- Specialist in Curriculum, Instruction and Assessment
- Superintendent

B. Vision

JIU School of Education graduates of the Masters of Education degree programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

C. Mission

The JIU School of Education Masters of Education degree programs provide for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

D. Professional Standards

The Masters of Education degree programs align with the professional standards of these organizations: Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC) and National Council for Accreditation of Teacher Education (NCATE).

The CDE and CDHE recognize the high quality of JIU's MEd and EdD preparation degree programs and have designated the JIU School of Education as a state-approved program of preparation for teachers, principals and administrators. For most states, graduating from a state-approved program of preparation is an important step toward achieving educator licensure or certification.

E. MEd in Education Leadership and Administration

Program Overview: The MEd in Education Leadership and Administration degree program is designed for licensed educators who want to improve the quality of leadership, curriculum, instruction and assessment within K-12 schools. Graduates emerge as leaders who are ready to transform schools and advance their own careers.

Who should enroll: An in-service educator who is interested in leadership and administration and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Demonstrate knowledge of how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning.
- Acknowledge, and address in planning, the internal and external factors affecting the school and the learning process.
- Demonstrate understanding of the elements of planning; plan implementation; and organizational, change, and time management.
- Demonstrate understanding of state standards and are able to demonstrate effective instructional and assessment methodologies and strategies.
- Demonstrate understanding of instruction, especially as related to state standards and closing the achievement gap.
- Demonstrate understanding of the appraisal of instructors, as related to student learning.
- Demonstrate understanding of national, state, and local district personnel policies.
- Demonstrate understanding of the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies.
- Demonstrate understanding of the principles and practices for the fiscal management of schools or school districts.
- Demonstrate knowledge of how to assure a safe learning environment in a secure, well-maintained facility.
- Demonstrate understanding of effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies.

Curriculum:

Course #	Course Titles	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU525	Supervision of Student Conduct	3
EDU526	School Site Safety and Maintenance	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU545	Successful Leadership in K-12 Organizations	3
EDU547	Building Relationships: K-12 Schools and Families	3
EDU553	K-12 Education Law and Policy	3
EDU555	The K-12 Administrator as Instructional Leader	3
EDU520	Capstone: The Professional K-12 Educator	3
	Total	30

F. MEd in Elementary Curriculum, Instruction and Assessment

Program Overview: The MEd in Elementary Curriculum, Instruction and Assessment is designed for licensed educators who are interested in advancing their professional careers. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

Who should enroll: An in-service teacher or a licensed applicant who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge in the specific curriculum area you will be teaching, or in the content areas of civics, economics, foreign language, geography, history, science, music, visual arts, and physical education if you teach elementary students.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Use technology to support instruction and enhance student learning.
- Recognize the school's role in teaching and perpetuating a democratic system.
- Demonstrate understanding of the relationships among the various governmental entities that create laws, regulations, and policies that determine educational practices.

- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU518	Teaching for Mathematics Comprehension	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU 527	Literacy I	3
EDU 528	Literacy II	3
EDU 538	K-12 Teaching: Legal and Societal Contexts	3
EDU520	Capstone: The Professional K-12 Educator	3
	TOTAL	30

G. MEd in Secondary Curriculum, Instruction and Assessment

Program Overview: The MEd in Secondary Curriculum, Instruction and Assessment is designed for licensed educators who are interested in advancing their professional careers. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

Who should enroll: An in-service teacher or a licensed applicant who holds a bachelor’s degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use strategies to develop student literacy in mathematics.
- Demonstrate expertise in your content endorsement area(s), and integrate literacy and mathematics across the curriculum if you teach secondary students.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.

- Use technology to support instruction and enhance student learning.
- Recognize the school's role in teaching and perpetuating a democratic system.
- Demonstrate understanding of the relationships among the various governmental entities that create laws, regulations, and policies that determine educational practices.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU518	Teaching for Mathematics Comprehension	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU 527	Literacy I	3
EDU 528	Literacy II	3
EDU 538	K-12 Teaching: Legal and Societal Contexts	3
EDU520	Capstone: The Professional K-12 Educator	3
	TOTAL	30

H. MEd in K-12 Instructional Technology

Program Overview: The MEd in K-12 Instructional Technology is designed for licensed educators who are interested in advancing their professional careers. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

Who should enroll: An in-service teacher or a licensed applicant who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.

- Use technology to support instruction and enhance student learning.
- Demonstrate an in-depth understanding of technology operations and concepts.
- Apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Apply technology to enhance and improve personal productivity and professional practice.
- Explain the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice.
- Promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools.
- Contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Plan, design, and model effective learning environments and multiple experiences supported by technology.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU530	Technology in Education: Social, Ethical and Legal	3
EDU550	Evaluating Education Technology	3
EDU651	Designing Interactive e-Learning	3
EDU694	Web and Multimedia Authoring for Online Courses	3
EDU520	Capstone: The Professional K-12 Educator	3
	TOTAL	30

I. MEd in Education Leadership and Administration: Principal and Administrator Licensure

Program Overview: The MEd in Education Leadership and Administration: Principal and Administrator Licensure degree program is designed for educators who want to improve the quality of leadership, curriculum, instruction and assessment within K-12 schools. Graduates emerge as leaders who are ready to transform schools and advance their own careers.

Who should enroll: An educator who is interested in leadership and administration and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Apply relevant leadership theory, research knowledge and skills to practical situations in a school or school district.
- Work cooperatively with supervisory personnel in the field while developing direct field-based applications of theory to practice.
- Put into practice standards-based administrative principles in a field-based setting.
- Actively participate in school administrative decision-making under the direction of a school site coordinator.
- Identify and describe national organizations and other resources that provide guidelines for the knowledge, skills, and best practices associated with professional administrative roles and responsibilities.
- Complete a portfolio-ready course project that documents the intern's field-based activities and accomplishments, including a vita ready for presentation.
- Demonstrate professionalism and decision-making skills in all matters related to administrative performance standards.

Curriculum

Course #	Course Titles	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU525	Supervision of Student Conduct	3
EDU526	School Site Safety and Maintenance	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU545	Successful Leadership in K-12 Organizations	3
EDU547	Building Relationships: K-12 Schools and Families	3
EDU550	Evaluating Education Technology	3
EDU553	K-12 Education Law and Policy	3
EDU555	The K-12 Administrator as Instructional Leader	3
EDU 600	Teaching & Administering in Colorado & the States	3
EDU 610	Principal and Administrator Internship	3
	Total	36

J. MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure

Program Overview: The MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure prepares educators who are pursuing licensure or certification as an elementary teacher. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

Who should enroll: A pre-service teacher who is seeking initial teacher licensure and who holds a bachelor’s degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge in the specific curriculum area you will be teaching, or in the content areas of civics, economics, foreign language, geography, history, science, music, visual arts, and physical education if you teach elementary students. Demonstrate expertise in your content endorsement area(s), and integrate literacy and mathematics across the curriculum if you teach secondary students.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Use technology to support instruction and enhance student learning.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU518	Teaching for Mathematics Comprehension	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU 527	Literacy I	3
EDU 528	Literacy II	3
EDU 538	K-12 Teaching: Legal and Societal Contexts	3
EDU 600	Teaching & Administrating in Colorado & the States	3
EDU 605A	Student Teaching: Classroom Practicum I	3
EDU 605B	Student Teaching: Classroom Practicum II	3
	TOTAL	36

K. MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure

Program Overview: The MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure prepares educators who are pursuing licensure or certification as a secondary teacher. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

Who should enroll: A pre-service teacher who is seeking initial teacher licensure and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge in the specific curriculum area you will be teaching, or in the content areas of civics, economics, foreign language, geography, history, science, music, visual arts, and physical education if you teach elementary students. Demonstrate expertise in your content endorsement area(s), and integrate literacy and mathematics across the curriculum if you teach secondary students.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Use technology to support instruction and enhance student learning.
- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU518	Teaching for Mathematics Comprehension	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU 527	Literacy I	3
EDU 528	Literacy II	3
EDU 538	K-12 Teaching: Legal and Societal Contexts	3
EDU 600	Teaching & Administrating in Colorado & the States	3
EDU 605A	Student Teaching: Classroom Practicum I	3
EDU 605B	Student Teaching: Classroom Practicum II	3
	TOTAL	36

L. MEd in K-12 Instructional Technology: Teacher Licensure

Program Overview: The MEd in K-12 Instructional Technology: Teacher Licensure prepares educators who are pursuing licensure or certification as a technology teacher. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

Who should enroll: A pre-service teacher who is seeking initial teacher licensure and who holds a bachelor's degree or higher from a four-year accepted institution of higher education.

Degree Learning Objectives: Candidates who complete this program:

- Explain and demonstrate how student teachers engaging in supervised, professional field experiences can use reflective practices to improve their teaching.
- Use strategies to develop student literacy in reading, writing, speaking, viewing, and listening.
- Use strategies to develop student literacy in mathematics.
- Design curriculum in order to demonstrate knowledge in the specific curriculum area you will be teaching, or in the content areas of civics, economics, foreign language, geography, history, science, music, visual arts, and physical education if you teach elementary students. Demonstrate expertise in your content endorsement area(s), and integrate literacy and mathematics across the curriculum if you teach secondary students.
- Rehearse and develop classroom practices to manage time, communications, and record keeping procedures to support and enhance student learning.
- Respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities.
- Discuss learning exceptionalities and conditions that affect the rate and extent of student learning, and begin adapting instruction for all learners.
- Use technology to support instruction and enhance student learning.

- Collaborate with other educational professionals to accomplish school, district, and state educational goals and objectives.
- Use strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.
- Describe and apply the use of Colorado Model Content Standards (or standards for another state) in elementary and secondary curricula, especially in literacy, mathematics, and assessment.
- Demonstrate professional accomplishments gained from student teaching and mastery of all course learning objectives through a portfolio project.
- Demonstrate an in-depth understanding of technology operations and concepts.
- Plan, design, and model effective learning environments and multiple experiences supported by technology.
- Apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.
- Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Apply technology to enhance and improve personal productivity and professional practice.
- Explain the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice.
- Promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools.
- Contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision.

Curriculum:

Course #	Course Title	Credit Hours
EDU500	Learning Theory: Developing Lifelong Learners	3
EDU503	Assessment Strategies to Improve K-12 Learning	3
EDU518	Teaching for Mathematics Comprehension	3
EDU521	K-12 Students Using Technology	3
EDU523	K-12 Classroom and Instructional Management	3
EDU524	Exceptional Students in Inclusive Classrooms	3
EDU 527	Literacy I	3
EDU 528	Literacy II	3
EDU530	Technology in Education: Social, Ethical and Legal	3
EDU550	Evaluating Education Technology	3
EDU600	Teaching & Administering in Colorado & the States	3
EDU651	Designing Interactive e-Learning	3
EDU605A	Student Teaching: Classroom Practicum I	3
EDU605B	Student Teaching: Classroom Practicum II	3
	TOTAL	42

M. Academic Services Counselors

After being admitted into the K-12 Educators and Administrators degree program, a student is given administrative support by the Academic Services Counselors (ASCs). The ASCs' role is to provide students with exceptional support during the program. Ongoing administrative support includes, but is not limited to, the activities listed below. The ASC helps the student to:

- Understand how the program works logistically to ensure student success. This ongoing conversation helps the student to understand the program's structure, time commitments and required participation.
- Understand the importance of maintaining the minimum 2.5 GPA required for graduation from the master's degree program.
- Understand the field experience and student teaching requirements. The ASC helps the student determine options for fulfillment of these requirements as necessary.
- Understand the process for selecting sponsors and completing professional synthesizing projects.
- Develop and maintain a course sequence degree plan that ensures the student completes his/her coursework.

N. Sponsored Service Learning

There is no more important element to an educator's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential educators know how to build relationships with clients, political leaders, business leaders, media professionals and, critically, other professional educators.

In each course, a student has the opportunity to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include building-level leaders (teacher leaders, program chairs and principals), district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc. Students work closely with their professors and sponsors to complete professional synthesizing projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations.

Often, a student chooses to work with the same sponsor for two or more professional synthesizing projects. This offers students and the learning organizations that they serve the opportunity to explore an important education question or problem over time and in considerable depth.

O. Professional Synthesizing Projects

In every course, each student submits a portfolio-ready professional deliverable that demonstrates learning objectives have been met. This deliverable is referred to as the "professional synthesizing project."

A professional synthesizing project is a master's-level research project that demonstrates the candidate's ability to apply theory learned in a course to the solution of a practical problem in the

field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

- Is drawn from the real needs of a specific learning community (at the building, district, state or federal level) and addresses an important education question or problem.
- Has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done.
- Includes a step-by-step plan and a realistic timeline for completion within a course.
- Employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies.
- Demonstrates the student’s mature critical thinking as well as a thoughtful understanding of the education field’s literature and theory.
- Is extremely well written, has a point of view and a confident voice and follows the APA Publication Manual standards.
- Incorporates applicable course, program and institutional learning objectives in a synthetic and interdisciplinary manner.
- Is thoroughly researched, includes rich data from multiple sources and provides analysis that is comprehensive and convincing.
- Includes an argument that is focused, logical, rigorous and sustained.
- Provides a conclusion that ties the project together and advances the ways that readers think.

In other words, each professional synthesizing project is exciting, thorough, personally meaningful and of interest to the larger academic and/or practitioner community.

P. Formative and Summative Assessment of Student Learning

The School of Education’s professors provide formative and summative assessment of each student’s professional deliverables in each course. The School is built on a model that expects students, with proper support and guidance, to meet performance level expectations. Each student receives regular, helpful formative feedback from professors during each course and a summative evaluation on all professional synthesizing projects. To graduate from the program, a student must demonstrate achievement of program objectives.

Q. Professors

Every School of Education course is taught by a professor who:

- Holds a terminal degree, is fully prepared and up to date in the academic area and knows what students must learn.
- Has at least five years of relevant and tested experience in the field.
- Knows how to conduct research appropriate to the program and degree and is intellectually productive.
- Is an accomplished teacher in the academic area, with a record of five or more years of successful teaching.
- Seeks and values the active participation of all students.

- Is fully involved in the ongoing development of the program’s curriculum, instruction, assessment and professional development.
- Has been oriented to the School’s teaching and learning model.

R. Total Professional Advantage™

Every MEd student has access to the Total Professional Advantage™ services that support employment readiness. Workshops focused on high-level career topics prepare students to meet workplace challenges and actively manage their professional careers. Each student has access to a career counselor that provides the student with personalized and confidential coaching sessions. For each student, the dynamic seminar culminates in the creation of a comprehensive professional development plan. The Total Professional Advantage™ services also provide students and alumni with social networking opportunities, career-related and job search resources and the opportunity to showcase examples of their highest quality projects in an electronic professional portfolio.

S. Course Descriptions

EDU500: Learning Theory: Developing Lifelong Learners

The students in this course will investigate learner-centered educational theory and practices. Students will explore cognition, memory, motivation, diversity, and social learning and the frameworks of effective schooling. The course will focus on what it takes for educators to meet the individual needs of students in order to enhance academic achievement. Students will acquire strategies to be responsive to the needs and experiences that children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. This course will also explore the ways in which schools provide professional development and technical assistance to faculty and staff to ensure that everyone can match the intellectual, emotional, and social level of each student to the curricula being explored, and to choose alternative teaching strategies and materials to achieve different curricular purposes. This course will use a range of instructional techniques to provide students with multiple opportunities to reflect, plan, discuss and practice new skills and strategies. The sections entitled “reflections on being a student” throughout this first class reinforce topics discussed during your JIU orientation and aid you in both understanding your own patterns of learning and in establishing winning behaviors. (3 credit hours)

EDU503: Assessment Strategies to Improve K-12 Learning

Assessment of student performance is an essential component of educational programs from Kindergarten through Graduate School. Primarily, it is necessary to know how well students perform those behaviors that are being taught in the instructional program. This information is critical to determining how well the student is mastering the achievement targets of the program so that instruction can be tailored to the individual student’s learning requirements. Assessment information not only drives decisions about the student, but about the effectiveness of the instructional program and the instructor. This course is designed to instruct teachers and administrators in the concepts and practices of effective educational assessment. Through a step-wise sequence of developmental activities students of assessment are introduced to the essential concepts and practices of educational assessment. Then, students apply these concepts and practices to the development of an assessment program that is applicable to their own teaching.

Thus, students of assessment exit the course with mastery of the principles and practices of educational assessment, and a practical model assessment program that can be used as a basis for the development of future assessment programs. Most of the examples used in this course are related to conventional schools and subjects because the majority of the enrolled students are either already teachers or intend to teach in these types of school situations. However, the principles and practices advocated in this course are applicable to all types of instructional situations. There are opportunities within the course for students to practice the application of assessment methods in any instructional setting. The course syllabus briefly addresses the assessment of Dispositions (feeling, attitudes, opinions, etc.) because there may be instances when a classroom teacher needs to assess these types of behaviors. However, there may be students in this course that will need to assess Dispositions as a regular part of their instructional program. To assist these students, there is an Optional Activity in Theme 6 of Module 4 that students who desire this additional instruction can access. This optional module is not graded or included in the grading for the course. (3 Credit Hours)

EDU518: Teaching for Mathematics Comprehension

This course is designed for elementary and secondary classroom teachers as well as pre-service teachers who want to study and practice mathematics teaching strategies that support strong mathematics learning. Through readings, working with students in the classroom, and the analysis of student work samples, participants will enhance their knowledge about teaching strategies that contribute to higher student achievement in mathematics. This course focuses on strategies that simultaneously assist students in the development of conceptual understandings and the acquisition of skills. Problem solving can frequently be approached in many ways and individual students can learn more by understanding divergent paths to problem solutions. There is also an emphasis on the importance of working with all learners to support every individual's attainment of their full potential as mathematical thinkers through rich mathematical problems and engaging classroom environments. It is necessary to identify a sponsor during the first week of the course. The participant will need to confer with their sponsor during week 1 concerning their course project. (3 Credit Hours)

EDU520: Capstone: The Professional K-12 Educator

Over the course of your master's program, you have encountered many theories, learned many skills and strategies, and discussed many aspects of educational effectiveness. Now you will have a chance to synthesize all of this information by producing a capstone project that exemplifies your newly acquired knowledge and expertise. During the eight weeks of this course, you will select something from your educational portfolio and develop it further as proof of your readiness to receive a master's degree. Your capstone project may take any form, as long as it meets the specific educational objectives defined for the course. Some examples of the kinds of capstone projects that are acceptable include:

- A grant proposal
- A community website
- A curriculum or program development and/or implementation
- An appraisal of an existing program
- An internship (3 Credit Hours)

EDU521: K-12 Students Using Technology

The proven best practices in education transform classrooms into exciting learning environments. Best practices for all ages and all subjects include teachers challenging students with authentic problem-solving tasks, providing the tools and resources to pursue the tasks, and then training children to work collaboratively so that students find possible problem solutions. Technology can support these best practices. In this course you will become familiar with the characteristics of technology that support teachers in the challenge of designing activity-based instruction that encourages the active mental behaviors so necessary for meaningful learning and critical thinking. The hardware and software many schools already have or can acquire at a reasonable cost can be used to involve students in active learning tasks focused on many of the same topics they would otherwise encounter by listening to teacher presentations or reading textbooks. Technology allows even very young children to collect data and contribute to problem-solving alongside experts who are leading real-life research studies or conducting experiments. Students may communicate with pioneers and explorers as they make discoveries in the remote corners of the Earth or even in space. Technology is a key to connecting students with other children and adults who share their interests and passion for learning. (3 Credit Hours)

EDU523: K-12 Classroom and Instructional Management

The issue of classroom management has been a long-standing concern of educators and the public. Today, that concept of discipline, with the idea of dealing with misbehavior, has been replaced by a more comprehensive approach to creating classroom environments in which students' personal and academic needs are met, thus preventing behavior problems in the first place. Successful teachers and principals are more than disciplinarians. They are effective managers of instruction, the classroom, the school environment, and student behavior. To summarize, this course focuses on four dimensions: environmental management, instructional management, classroom management, and behavioral management. Students will learn the variety of strategies for dealing with building-wide, classroom, and behavior issues that every teacher and administrator needs to know to be more effective educators. (3 Credit Hours)

EDU524: Exceptional Students in Inclusive Classrooms

This course is designed to present an overview of special education. Students will become acquainted with current special education issues as they relate to inclusive education. Students will gain an understanding of the challenges faced by students with disabilities and analyze the responsibilities of educational professionals to "all students". Future educators will have the opportunity to become familiar with the history and background of current special education laws, develop a knowledge-base of the attitudinal issues regarding inclusive education, develop a philosophical orientation towards effective instruction in inclusive settings, increase technical skills in observing, assessing, planning and evaluating students with both behavioral and instructional challenges and increase interpersonal skills for working collaboratively in decision-making and problem solving. (3 Credit Hours)

EDU525: Supervision of Student Conduct

This course will prepare a school principal or building-level supervisor for establishing and maintaining a program of student conduct in a K-12 educational institution. This course is conducted as a practicum, in that it provides the student with practical, hands-on experiences in

developing a student conduct program for a school. The course covers established principles and practices of K-12 student conduct supervision. (3 Credit Hours)

EDU526: School Site Safety and Maintenance

This course will prepare a school principal or building-level supervisor for establishing and maintaining a program of student conduct in a K-12 educational institution. This course is conducted as a practicum, in that it provides the student with practical, hands-on experiences in developing a student conduct program for a school. The course covers established principles and practices of K-12 student conduct supervision. (3 Credit Hours)

EDU527: Literacy I

This course is a foundation and application of scientifically based methods and strategies for best practices in teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics. Additionally, methods for teaching oral and written language skills, which are an integral part of language literacy and acquisition, are covered.

Theories from both first- and second-language acquisition will be discussed to meet the needs and demands of the modern classroom. The course presents current philosophies and methods on teaching writing and reading to emerging language learners. The course includes a review of materials, strategies for teaching reading and writing skills, and important considerations for reading and field-based assignments.

The primary goal of this course is to build a cohesive bridge from educational theory to teaching strategies that can be applied in a variety of classroom settings. The objective is to assist the educator to move from theory to practice, or to enhance present knowledge in reference to this process. Content of the course includes teaching models, teaching strategies and approaches, and the application of personal and cognitive developmental theories. Also, the course allows candidates to implement curriculum they design by integrating assessment and feedback with the intent of enhancing all candidates' learning. (3 Credit Hours)

EDU528: Literacy II

This course continues to cover foundation and application of scientifically-based methods and strategies for best practices in teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics. Methods for teaching oral and written language skills will continue to be taught in this course, as well as philosophies and methods on teaching writing and reading to emerging language learners within the context of reading and writing in content areas. The course includes a review of materials, strategies for teaching reading and writing skills, and important considerations for reading and field-based assignments. The course presents information on formal and informal assessment strategies and techniques in reading and writing.

The primary goal of the literacy courses is to build a cohesive bridge from educational theory to teaching strategies that can be applied in a variety of classroom settings. The objective is to assist the educator to move from theory to practice, or to enhance present knowledge in reference to

this process. Content of the courses include teaching models, teaching strategies, assessment techniques and approaches, and the application of personal and cognitive developmental and language theories. Also, the courses allow candidates to implement curriculum they design by integrating assessment and feedback with the intent of enhancing all candidates learning. (3 Credit Hours)

EDU530: Technology in Education: Social, Ethical and Legal

The ever-growing uses of information technology in education have economic, political, and social implications. Availability of digital resources including the Internet for personal and educational use necessitates a critical review of educational practices in the use of those resources. Educational leaders, practitioners, and teachers therefore must understand the social, ethical, legal, and human issues surrounding the use of technology in education and know how to deal with those issues in an ethical manner. This course is designed to enable and encourage learners with diverse backgrounds, characteristics, and abilities to deal with the issues of copyright, equity, access, and appropriate use of educational technology. It includes examination of equitable and ethical applications of technology in learning environments, reflection on the issues involving equity in the use of technology, examination of current standards for fair use of materials obtained using technology, and the development of a policy for ethical technology usage in instructional settings. (3 Credit Hours)

EDU 538: K-12 Teaching: Legal and Societal Contexts

Public education is the cornerstone of America's vision of democracy and key to its promise of individual opportunity. Because of its importance, underscored by public funding and compulsory attendance policies, public education is carried out within a legal framework. For public school teachers, this legal framework is not an abstraction, but a set of real constraints and opportunities that shape the settings in which you work, the instructional and administrative decisions you make, and the exercise of your own individual rights.

The purpose of this course is to prepare you for entry into the teaching profession by engaging you in research, analysis, and application of important legal concepts to your job-related roles and responsibilities. The course covers applicable federal, state, and local district laws, rules, regulations, policies, and requirements including Constitutional provisions, reporting of child abuse and neglect, and other legal/ethical responsibilities of teachers.
. (3 Credit Hours)

EDU542: Strategic Planning for Educators

Learning organizations are being impacted by rapid change both in the needs they have for information and the delivery of information to their stakeholders. Virtual classrooms, global communications, global economies, tele-courses, distance learning, wired classrooms, state funding, and increased competition for scarce resources are a few of the sources of those changes. It is no exaggeration to say that, in total, these forces hold the potential for a radical rethinking of the mission, structure, curriculum, learner profile, and stakeholder relations of virtually every educational institution, profit and non-profit organization, corporate and traditional learning organization concerned with delivering appropriate, well designed education and training. To plan effectively in this environment, members and leaders in educational environments must be

able to anticipate the impact of new developments on their organizations and curricular programs. Efficient contextual planning and management in uncertain times depends on obtaining accurate and continuous intelligence about changes in the organization's external environment, and then using this information to focus direction, derive operational plans, and implement these plans, all while continuously evaluating the planning and management activities. The purpose of this course is to increase student knowledge and skill in assisting an organization to plan more effectively for a constantly changing internal and external environment. The course will cover the basic components of strategic planning processes that can be adapted to specific educational environments. In addition to weekly assignments and forum discussions, each student will develop a strategic plan for an organization, department or entity within their workplace or an organization with which they have knowledge or close contact. (3 Credit Hours)

EDU544: Business Management for Learning Organizations

EDU 544 is designed to address the often neglected but critically important business-management component of educational enterprises of all types. Today's educators must be conversant in a wide array of business-related subjects to effectively contribute to their organization's teaching-learning mission. EDU 544 is designed to survey and provide a working knowledge of business planning to achieve organizational objectives, financial considerations, principles of management, applications of information technology and systems, human resource management, and operations, among others. These subjects are relevant to both for profit and not-for-profit organizations. These multifunctional business-related issues arise from time to time—often unexpectedly—in the working lives of most educators. However, many educators are ill-prepared to perform such routine business management undertakings such as preparing a budget or a grant proposal to secure necessary funding, participating and preparing the organization's strategic plan, overseeing school (logistical) operations and special programs, negotiating key vendor contracts, etc. Students in EDU 544 will focus on a course-long project that requires the development of either a business case or a grant proposal for a real-world organization of their choosing. The project will integrate the issues and disciplines referred to in the preceding paragraphs. Course modules are organized in a sequential fashion that parallels the project planning process. Thus, students develop their projects as the course unfolds. (3 Credit Hours)

EDU545: Successful Relationships K-12 Organizations

The purpose of this course is to introduce the K-12 school administrator to the principles and practices of leadership that will be employed in managing a school enterprise. The course will examine those traits and skills of an educational leader that can be employed to maintain the ongoing operation of a school and to promote and effect necessary changes in the organization. In the course of study, the student of leadership will investigate the principles and practices involved in academic leadership. Then, the student will apply these principles and practices to the development of a plan to address an issue at a real school. This plan will propose a series of actions to change a practice at a school through using good leadership techniques. Also, the student will be challenged throughout the course to employ good leadership strategies to address challenging hypothetical school issues and problems. (3 Credit Hours)

EDU547: Building Relationships: K-12 Schools and Families

The students in this course will investigate the relationship of the school with the larger community. Students will explore how to adapt the instructional program to meet the community needs, use resources from the community to support instructional goals and plan for programs that build school community relationships. The course will focus on the role of parents in the school community. Students will acquire strategies for engaging parents in the work of the school and for addressing difficult situations with parents. This course will also explore a range of community partnerships including business partnerships, partnerships with non-profit organizations and university partnerships. This course is designed to prepare potential school administrators to successfully evaluate the broader community context of a school and the school's needs in order to develop a plan for partnering with the community. Through this course, students will explore approaches for collaborating effectively with parents, community organizations, after-school programs, state and local agencies and student support services. This course will use a range of instructional techniques to provide students with multiple opportunities to reflect, plan, discuss and practice new skills and strategies. (3 Credit Hours)

EDU550: Evaluating Education Technology

This course examines available technology as related to curriculum and standards in a variety of educational settings for use by teachers in K-12 learning environments, school administrators, and adult learning environments. The course encourages you to consider a wide variety of technology and technology-based tools in meeting student, teacher, administrator, and instructor needs. The course explores the processes involved in determining specific needs as well as the selection and evaluation of educational technology. You will apply criteria for evaluating educational technology and use your findings as the rationale for decisions, planning, and designing the strategic technology plan
. (3 Credit Hours)

EDU553: K-12 Education Law and Policy

This course examines legal issues affecting educational environments, including church-state issues, teacher liability, employment, contracts, assignment, dismissal, tenure, retirement, and pupil control. This course also explores constitutional, statutory, and case law as related to primary and secondary school settings. Both faculty and student rights legislation are examined, as well as federal and state standards-based education reform legislation. The course focuses on the democratic structure within schools and assesses the implications of the No Child Left Behind Act for reform, school ratings, parental choice, and school system administration. Additionally, the course evaluates compliance issues regarding language minority and Special Education students, teacher hiring, and standardized testing. (3 Credit Hours)

EDU555: The K-12 Administrator as Leader

As leaders in educational institutions, school administrators are much more than managers of facilities and budgets. They must have a clear idea of what kind of education their schools should provide and a concrete plan for working with their staff to achieve it. This course is designed to prepare current and potential K-12 administrators to effectively select, support, and supervise teachers and educational personnel, focusing on the ultimate goal of improving student learning and, therefore, having a successful school. EDU555 emphasizes the role of supervision as the

element that transforms discrete instructional efforts into whole-school action. Students will be provided with a combination of theories, models, and concrete techniques for developing a system of supervision. In this sense, students will design a system of supervision for an educational context of their choice that they will develop throughout the course. This kind of course project will provide them an opportunity to practice an important supervisory task: design actions from a holistic point of view. (3 Credit Hours)

EDU600: Teaching and Administering in Colorado & the States

Teacher and administrator candidates seeking licensure in the State of Colorado must qualify by meeting the Colorado State Board of Education's (SBE) licensing rules and regulations and by presenting evidence of content/endorsement expertise. In Colorado, only educator preparation programs that are approved by the state may prepare candidates for educational licensure. Students completing approved preparation programs may qualify to seek a license in Colorado or in other states that, by reciprocity agreements or other means, recognize state-approved preparation programs leading to state licensure. Jones International University's educator preparation programs are approved by the Colorado Department of Education. However, only the licensure preparation degree programs – Principal and Administrator Licensure Degree (PALD) and Teacher Licensure Degree (TLD) – prepare students to meet initial licensure in Colorado. Colorado, like many states, has developed performance-based standards for teachers and principals as well as model content curriculum standards for grades K–12. In addition, Colorado has adopted statewide student and school achievement standards under its Colorado Student Assessment Program (CSAP). To be licensed in Colorado, teacher and administrator candidates must demonstrate their knowledge of state standards. In this course, students learn how teaching, learning, and administering in Colorado are informed by the state's standards-based education principles and expected assessment outcomes, how Colorado's standards fit within the context of voluntary national standards or guidelines created by national education organizations, and how Colorado's standards compare with those established in other states. Students also learn how to qualify for state licensure. Course participants develop and complete a Portfolio Project directly related to their interest in becoming a licensed elementary or secondary teacher, or a licensed principal or administrator. The purpose of the project is to help students learn about Colorado's content and performance standards and those of other states and provide a useful resource students can carry with them as they pursue their educational goal of becoming a licensed professional. (3 Credit Hours)

EDU605A: Student Teaching I: Classroom Practicum

At Jones International University, Level-2 field experience is student teaching. It is a required component of the M.Ed. Teacher Licensure degree that prepares students to become licensed teachers. Students apply their knowledge and expertise of curriculum design, instructional strategies, classroom management, and assessment approaches to a K–12 educational setting in a public institution. Mixing field observation experiences and full-time teaching, candidates have the opportunity to utilize standards-based educational theories and practices daily in real-life teaching and learning environments. EDU605A and EDU605B are project-based courses in which students practice teaching in a public school in their "endorsement area" and produce a job-ready portfolio. (3 Credit Hours)

EDU605B: Student Teaching II: Classroom Practicum

At Jones International University, Level-2 field experience is student teaching. It is a required component of the M.Ed. Teacher Licensure degree that prepares students to become licensed teachers. Students apply their knowledge and expertise of curriculum design, instructional strategies, and assessment approaches to a K–12 educational setting in a public institution. Mixing field observation experiences and full-time teaching, candidates apply standards-based educational theories and practices daily to teaching and learning environments. EDU605A and EDU605B are project-based courses in which students practice teaching in a public school in their "endorsement area" and produce a job-ready portfolio. (3 Credit Hours)

EDU610: Principal and Administrator Internship

The administrative internship at Jones International University is a required component of the MEd Principal and Administrator Licensure Degree. Designed to prepare students for assuming the role of a licensed school or school district administrator by providing the opportunity to put theory into practice in the field, EDU 610 is a project-based internship course and experience conducted under the joint supervision of a JIU School of Education instructor and a licensed school administrator. Students will make arrangements in the course to complete a minimum of 200 clock hours of contact in the field under the supervision of a school administrator and complete a portfolio project that documents their internship experiences.

EDU 610 is built around competency-based performance standards for public school principals and administrators. These standards reflect the national standards and guidelines recommended for school leaders by many national school administrator organizations. You will learn more about these organizations further along in the course. Students are expected to have completed all arrangements for the individualized administrative internship experience prior to registering for this course. . (3 Credit Hours)

EDU651: Designing Interactive e-Learning

E-learning is a current buzzword in corporate and institutional circles. Just as multimedia was the answer in the early 1990s, e-learning is the current answer to learning problems. What is the question? In the orientation, you will learn a bit more about current conceptions of e-learning. In principle, e-learning is any form of electronically mediated learning support. In reality, e-learning is some form of instruction (content delivery and learner interactions) delivered on the World Wide Web (WWW). That instruction is usually facilitated by some kind of course management system that keeps track of learners' activities. Very often, the instruction is supported by some form of conversation system that is designed to foster a learning community among the course participants. All of these components ("knowledge" delivery, course management system, and learning community) are mediated by the WWW. That is, e-learning is Web learning. In this course, you will learn to design meaningful e-learning systems. It is important to realize that in eight modules, you can learn to design only a fraction of the kinds of learner interactions that may be necessary to meet all learning needs. With the focus on problem solving, this course will illustrate some of the most meaningful kinds of learning interactions. That is, helping learners to solve problems is the most important kind of learning. Because the WWW is the primary medium of e-learning, it will be necessary to understand more about it. In Module 1, you will learn some conceptual lessons about the WWW. Basically, the WWW is a massive hypermedia (hypertext) system. Hypermedia is an open-architecture system for accessing information. In hypermedia systems, information and resources can be organized in

any way. They may be organized to support information access (the most common purpose). But hypermedia materials may also be organized to support learning, performance, or any other endeavor. That means that designers of hypermedia systems (that's you) can structure the resources to support learning or any other activity. In this course, you will learn how to design hypermedia to support meaningful learning, that is, problem solving. So, this course focuses on how to structure hypermedia systems on the WWW in order to support learning how to solve problems and learning the skills required to solve problems. (3 Credit Hours)