JONES INTERNATIONAL UNIVERSITY

SCHOOL OF EDUCATION

www.jiu.edu

Masters Degrees
Certificates in Education
# Table of Contents

About JIU ........................................................................................................................................... 8  
JIU Vision ......................................................................................................................................... 8  
JIU Mission ....................................................................................................................................... 8  
JIU Learning Philosophy .................................................................................................................. 8  
JIU Learning Outcomes .................................................................................................................. 8  
JIU Values ...................................................................................................................................... 8  
JIU Accreditation ............................................................................................................................. 9  
NCATE/CAEP Accreditation ........................................................................................................... 9  
JIU Student Handbook .................................................................................................................... 9  

JIU School of Education ................................................................................................................ 10  
School of Education Vision and Mission ......................................................................................... 10  
JIU School of Education Vision ...................................................................................................... 10  
JIU School of Education Mission ................................................................................................... 10  
Message from the Dean ................................................................................................................... 10  
Course Model ................................................................................................................................... 11  
JIU Faculty ........................................................................................................................................ 11  
Assessment ...................................................................................................................................... 11  
State Authorization .......................................................................................................................... 11  
Filing with Accrediting Agency and Relevant State Agency ........................................................... 12  
State Certification and Licensure ..................................................................................................... 12  
Total Professional Advantage 2.0<sup>®</sup> ..................................................................................... 12  
Academic Advising ......................................................................................................................... 12  
Student Solutions Advisors ............................................................................................................ 13  
Student-Centered Learning ............................................................................................................ 13  
Online Tutoring Support .................................................................................................................. 13  
Standardized Learning Model ........................................................................................................ 13  
Curriculum ....................................................................................................................................... 14  
SoE K-12 Unit Proficiencies ........................................................................................................... 14  

Master of Education ....................................................................................................................... 17  
Program Learning Outcomes ........................................................................................................ 18  
Required Program Disclosures ....................................................................................................... 18  
Professional Standards .................................................................................................................... 18  
MEd in Adult Education ................................................................................................................... 20  
Specialization Learning Outcomes ................................................................................................ 20  
Program Learning Outcomes .......................................................................................................... 20  
Program Curriculum: MEd in Adult Education ............................................................................. 21  
MEd in Corporate Training and Knowledge Management ............................................................ 22  
Specialization Learning Outcomes ................................................................................................ 22  
Program Learning Outcomes .......................................................................................................... 22  

---

JIU School of Education Catalog 3

Jones International University® Proprietary and Confidential May 5, 2015
MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure ........................................... 45
Specialization Learning Outcomes ................................................................. 45
Program Learning Outcomes ........................................................................ 45
Certification and Licensure ........................................................................... 46
Program Curriculum: MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure .......... 47
MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure ........................................ 48
Specialization Learning Outcomes ................................................................. 48
Program Learning Outcomes ........................................................................ 48
Certification and Licensure ........................................................................... 49
Program Curriculum: MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure .......... 50
MEd in K-12 Instructional Technology: Teacher Licensure ............................... 51
Specialization Learning Outcomes ................................................................. 51
Program Learning Outcomes ........................................................................ 51
Certification and Licensure ........................................................................... 52
Program Curriculum: MEd in K-12 Instructional Technology: Teacher Licensure ........................................ 53
Graduate Certificates in Education .................................................................. 54
Required Program Disclosures ...................................................................... 54
Certificate in e-Learning Technology and Design: Instructional Design ibstpi® ................................................ 55
Certificate Learning Outcomes ...................................................................... 55
Program Curriculum: Certificate in e-Learning Technology and Design: Instructional Design ibstpi® .............. 55
Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® ........................................ 56
Certificate Learning Outcomes ...................................................................... 56
Program Curriculum: Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® ....... 56
Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® ................................ 57
Certificate Learning Outcomes ...................................................................... 57
Program Curriculum: Certificate in Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® ........................................................................ 57
Teacher of English to Speakers of Other Languages (TESOL) Comprehensive Certificate ................................ 58
Certificate Learning Outcomes ...................................................................... 58
Program Curriculum: Teacher of English to Speakers of Other Languages (TESOL) Comprehensive Certificate ........................................................................ 59
Teacher of English to Speakers of Other Languages (TESOL) General Certificate ........................................ 60
Certificate Learning Outcomes ...................................................................... 60
Program Curriculum: Teacher of English to Speakers of Other Languages (TESOL) General Certificate ......... 60
Courses ............................................................................................................... 61
EDU500 Educational Theory Into Practice ..................................................... 61
EDU518 Instructional Methods for Secondary Mathematics (50 Field Base Hours) ........................................ 61
EDU519 Instructional Methods for Elementary Mathematics (50 Field Base Hours) ....................................... 61
EDU521 K-12 Students Using Technology ..................................................... 61
EDU522: Research Methods: Improving Learning Organizations .................... 62
EDU525 Supervision of Student Conduct ..................................................... 62
EDU527 Literacy I (25 Field Base Hours) ..................................................... 62
EDU528 Literacy II (25 Field Base Hours) ..................................................... 62
EDU530 Technology in Education: Social and Legal Issues ........................... 63
EDU532 Introduction to Culturally and Linguistically Diverse Education Second Language Acquisition .......................... 63
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU533</td>
<td>Pedagogic Principles in Culturally and Linguistically Diverse Education</td>
</tr>
<tr>
<td></td>
<td>Second Language Learning</td>
</tr>
<tr>
<td>EDU534</td>
<td>Teaching Culturally and Linguistically Diverse Education Language Skills</td>
</tr>
<tr>
<td>EDU535</td>
<td>Culturally and Linguistically Diverse Education for Bilingual Education</td>
</tr>
<tr>
<td>EDU536</td>
<td>Assessment for Learners of English Culturally and Linguistically Diverse</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>EDU537</td>
<td>Multicultural Communication for Culturally and Linguistically Diverse</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>EDU538</td>
<td>K-12 Teaching: Legal and Societal Contexts</td>
</tr>
<tr>
<td>EDU539</td>
<td>K-12 Technology Systems Operations &amp; Management</td>
</tr>
<tr>
<td>EDU540</td>
<td>Business Operations and School Site Safety</td>
</tr>
<tr>
<td>EDU542</td>
<td>Strategic Planning for Educators</td>
</tr>
<tr>
<td>EDU545</td>
<td>Successful Leadership in K-12 Organizations</td>
</tr>
<tr>
<td>EDU548</td>
<td>School and Community Partnerships (40 Field Base Hours)</td>
</tr>
<tr>
<td>EDU550</td>
<td>Evaluating Education Technology</td>
</tr>
<tr>
<td>EDU553</td>
<td>K-12 Education Law and Policy</td>
</tr>
<tr>
<td>EDU556</td>
<td>Instructional Leadership and Teacher Effectiveness (40 Field Base Hours)</td>
</tr>
<tr>
<td>EDU560</td>
<td>K-12 Education Technology and Information Systems</td>
</tr>
<tr>
<td>EDU562</td>
<td>Educator Evaluation &amp; K-12 Instructional Systems</td>
</tr>
<tr>
<td>EDU573</td>
<td>Elementary Classroom and Instructional Management</td>
</tr>
<tr>
<td>EDU574</td>
<td>Exceptional Needs in Inclusive Classrooms (Elementary)</td>
</tr>
<tr>
<td>EDU575</td>
<td>Elementary Assessment Strategies to Improve Learning</td>
</tr>
<tr>
<td>EDU576</td>
<td>Instructional Methods for Secondary Science</td>
</tr>
<tr>
<td>EDU577</td>
<td>Instructional Methods for Secondary Social Studies</td>
</tr>
<tr>
<td>EDU578</td>
<td>Instructional Methods for Secondary English Language Arts</td>
</tr>
<tr>
<td>EDU579</td>
<td>Instructional Methods for Secondary World Languages</td>
</tr>
<tr>
<td>EDU593</td>
<td>Secondary Classroom and Instructional Management</td>
</tr>
<tr>
<td>EDU594</td>
<td>Exceptional Needs in Inclusive Classrooms (Secondary)</td>
</tr>
<tr>
<td>EDU595</td>
<td>Secondary Assessment Strategies to Improve Learning</td>
</tr>
<tr>
<td>EDU600</td>
<td>Teaching &amp; Administering in Colorado &amp; the States</td>
</tr>
<tr>
<td>EDU605A</td>
<td>Student Teaching: Classroom Practicum I (300 Field Base Hours)</td>
</tr>
<tr>
<td>EDU605B</td>
<td>Student Teaching: Classroom Practicum II (300 Field Base Hours)</td>
</tr>
<tr>
<td>EDU606</td>
<td>Capstone: The Professional K-12 Teacher</td>
</tr>
<tr>
<td>EDU607</td>
<td>Capstone: The K-12 Instructional Technologist</td>
</tr>
<tr>
<td>EDU608</td>
<td>Capstone: The Professional Culturally and Linguistically Diverse K-12</td>
</tr>
<tr>
<td></td>
<td>Educator</td>
</tr>
<tr>
<td>EDU611</td>
<td>Principal and Administrator Internship I (110 Field Base Hours)</td>
</tr>
<tr>
<td>EDU612</td>
<td>Principal and Administrator Internship II (110 Field Base Hours)</td>
</tr>
<tr>
<td>EDU613</td>
<td>Student Teaching I: Elementary Licensure (300 Field Base Hours)</td>
</tr>
<tr>
<td>EDU614</td>
<td>Student Teaching II: Elementary Licensure (300 Field Base Hours)</td>
</tr>
<tr>
<td>EDU621</td>
<td>Managing e-Learning</td>
</tr>
<tr>
<td>EDU623</td>
<td>Knowledge Management and Workplace Learning</td>
</tr>
<tr>
<td>EDU630</td>
<td>Needs Assessment for Learning Environments</td>
</tr>
<tr>
<td>EDU651</td>
<td>Designing Interactive e-Learning</td>
</tr>
<tr>
<td>EDU653</td>
<td>Assessment Strategies to Improve Adult Learning</td>
</tr>
<tr>
<td>EDU654</td>
<td>Developing and Implementing e-Learning Systems</td>
</tr>
<tr>
<td>EDU669</td>
<td>Capstone: The Professional Adult Educator</td>
</tr>
<tr>
<td>EDU681</td>
<td>Adult Learning Theory</td>
</tr>
<tr>
<td>EDU682</td>
<td>Public Policy and Higher Education</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDU683</td>
<td>Successful Leadership in Higher Education Administration</td>
</tr>
<tr>
<td>EDU684</td>
<td>The Future of Higher Education</td>
</tr>
<tr>
<td>EDU685</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>EDU694</td>
<td>Designing Online Learning Environments</td>
</tr>
<tr>
<td>JIU501</td>
<td>Orientation - Successful Online Learning for Masters Students</td>
</tr>
</tbody>
</table>
About JIU

JIU Vision

Through the enabling power of education, Jones International University endeavors to help create a world where it is more likely that reasonable human needs are met, where the environment is self-sustained, and especially where there is less conflict, less fear and more justice. A world where education is democratized. A world where hope is alive. We believe that such a world is most probable where free markets exist and freedom is abundant.

JIU Mission

We live in a world of incessant cultural and economic change, and the mission of JIU is to help students be successful in this environment. For this reason our education process includes specific skills required for particular disciplines, but also includes skills clustered around ethics, collaboration, communication and critical thinking. JIU is committed to fulfilling this mission by:

- Providing innovative and relevant curriculum delivered by accomplished, supportive faculty.
- Offering readily available student-centered services.
- Implementing state-of-the-practice, learning-centered technology and learning resources.
- Engaging with constituents to create an exceptional educational experience.

JIU Learning Philosophy

JIU academic programs are designed to serve the needs of learners to help them achieve their educational goals, lead richer lives, and shape the futures of their organizations and communities. Consequently, JIU courses are designed using the following assumptions. JIU’s students:

- Are motivated to succeed both personally and professionally.
- Learn well both independently and collaboratively.
- Learn best through application of their curriculum to practical situations and problems.
- Use a variety of learning styles to comprehend new concepts.
- Require focused educational content, flexibly available at work, home and on the road.

JIU Learning Outcomes

JIU has identified seven learning outcomes common across programs. Each graduate will have demonstrated the ability to:

- Think and act like a global citizen with personal integrity, respect for diversity and ethical behavior.
- Think and act like leaders and supportive teammates.
- Adapt and apply theories to solve “real world” problems using innovative and creative solutions.
- Communicate effectively using a variety of methods and disciplines.
- Think analytically, critically and systemically to prepare for a life of learning and accomplishment.
- Leverage information and technology to amplify personal and organizational achievement, and promote information literacy.
- Design a professional development strategy to formulate a career pathway leading to future success

JIU Values

We are a meritocracy, we cherish fairness, and we quickly embrace change as a friend. Quality and integrity are requisites.
JIU Accreditation

Jones International University, The University of the Web®, is proud to be the first fully online institution in the U.S. to receive regional accreditation. We are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, which is one of the six regional accrediting bodies in the United States and offers the highest form of accreditation available to a university.

Current Status of Jones International University

Jones International University, located in Centennial, Colorado and offering online programs, is accredited by the Higher Learning Commission.

For more information, please go to HLC's website at www.ncahlc.org. The Higher Learning Commission may be contacted at 230 LaSalle Street, Suite 7-500, Chicago, Illinois 60604, or 312.263.0456.

NCATE/CAEP Accreditation

The School of Education at Jones International University is a candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. Candidacy status means that the School of Education has met preconditions for accreditation but is not accredited. This candidacy covers initial teacher preparation programs and/or advanced educator preparation programs at Jones International University. However, the candidacy does not include individual education courses that Jones International University offers to P-12 educators for professional development, relicensure, or other purposes.

At JIU, we are constantly working to maximize the value of your degree. The National Council for Accreditation of Teacher Education (NCATE) is the profession’s mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE’s performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

NCATE provides specialized accreditation for specific programs in the School of Education. JIU is regionally accredited at the university level; for more information, click here.

JIU Student Handbook

All students enrolled at JIU must comply with the policies and procedures described in the Student Handbook (link). For more information on JIU Policies and Procedures, click here for the Student Handbook.

For information regarding JIU Doctoral programs, please see the JIU Doctorate Programs Catalog, The Dissertation Handbook or the IRB Handbook.
JIU School of Education

School of Education Vision and Mission

JIU School of Education Vision

JIU SoE graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

JIU School of Education Mission

The JIU SoE provides 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 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.

Message from the Dean

WELCOME TO OUR SCHOOL!

We are proud to offer you a variety of exceptional MEd and EdD programs designed to serve students along with the learning organizations and communities that our graduates serve.

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.

JIU’s project-based learning model will empower you to learn in ways that are personally and professionally meaningful. Our students explore theory and its application to the solutions of important education challenges. Each program requires you to work closely with a mentor – a leader or leadership team in the field – to complete projects that address a relevant, authentic problem. You can and will 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 faculty members 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 at JIU’s 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!

Jeanette Amayo, EdD
Interim Dean, School of Education
Course Model

JIU designs all eight-week courses to achieve specific course learning objectives. Developed by program faculty and chairs, the course learning objectives and program professional performance standards generate JIU’s institutional learning outcomes and workplace competencies for all degree programs. Each competency is succinctly defined. Assignments demonstrate each competency. Students complete and submit assignments as faculty members and colleagues provide continuous feedback on learning achievement. With a predetermined number of points allocated per assignment, a total of 1000 points must be amassed to pass each course.

Review the Academic Calendar on JIU.edu for specific start dates for programs.

JIU Faculty

Jones International University faculty members bring a combination of professional experience and academic credentials to their JIU Courses. The faculty focuses on high quality instruction that drives student success. Most faculty members hired by JIU have earned a terminal degree and have made scholarly contributions to their field of study. Once hired, JIU assesses faculty members frequently through such instruments as the End-of-Course Student Survey, an annual Peer Appraisal, an annual Self Appraisal and an annual appraisal.

Assessment

JIU is committed to fulfill a promise to students that upon graduation they will demonstrate the achievement of institutional and program learning outcomes. Further, JIU is committed to the continuing improvement of individual courses, programs and the institution itself. Toward these ends, JIU employs an “Assessment of Student Learning and Institutional Improvement Model.” The University uses assessment data to rigorously measure (1) student learning within and across courses, (2) course and program quality, and (3) the University as a whole. Through real-time, web-enabled data reporting, the fruits of these rigorous assessment efforts are available at all times to students, faculty and JIU academic leaders. These assessments drive decision-making and continuous quality improvement of student learning and services.

State Authorization

JIU’s operations (as performed currently) are regulated by certain state education authorities. JIU monitors state laws to ensure that it is authorized in states in which it enrolls students, and that require such authorization. In the event that a change in JIU operations or a change in State regulations necessitates authorization, JIU will obtain such additional authorization, licensure or approval. Some states either do not regulate JIU activities or regulate its activities but exempt it from obtaining authorization due to its regional accreditation or the lack of a physical presence. To learn more about JIU’s state authorization status or to obtain state contact information, please click here.

Please note, that although JIU is approved institutionally to operate in a state, certain programs may not be approved by the state. For this reason, it is important for our students to also read the following section on State Certification and Licensure.
Filing with Accrediting Agency and Relevant State Agency

Students seeking to file a complaint with their state may find contact information in the State Authorization document. Students seeking to file a complaint with JIU’s accrediting agency, The Higher Learning Commission, may find that information here.

State Certification and Licensure

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to http://teach.org/ for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Total Professional Advantage 2.0®

Every enrolled JIU student has immediate access to the Total Professional Advantage® 2.0 (TPA™ 2.0) professional development program and portal. The foundation of TPA 2.0 is the interactive Seminar Workshop, customized for each student’s degree program. Additional resources found within the TPA 2.0 portal include a resume-building tool, job and internship listings, career development videos, articles, podcasts and access to the Jones Library. TPA 2.0 can be found on the “My Courses” page of the jiu.edu website.

Academic Advising

JIU strives to provide you with a rich, interactive experience as a student. We use the Internet, email, telecommunications and online forums to empower you to communicate quickly with faculty members and other students — at a time most convenient for you. In addition, JIU staff provides online, email and telephone support to all students. Prior to the beginning of your first term, you will participate in an online JIU Orientation. This orientation course is designed for each degree level, provides opportunities for you to get answers to your questions from a JIU faculty member, and offers you ways to enhance your academic experience.
**Student Solutions Advisors**

When you are admitted as a degree student, you will be assigned to a Student Solutions Advisor, who will work closely with you throughout your program to support your progress. Your SSA will assist you in assessing your academic goals and formulating your individualized degree plan. **Students should also contact their SSA for help in choosing courses, understanding program requirements, Capstones, policies and procedures, coordinating interaction with faculty members, the completion of the FA application process, and the disbursement of FA funds.**

With so many classes to select, excellent academic counseling is essential and JIU is committed to providing our students unparalleled support by providing advisors who offer personalized guidance through this process. Your JIU advisor is knowledgeable about your program and committed to your success. Together you will develop a customized degree plan, which will serve as a “roadmap” for your path to earning your degree. The sequencing of courses in your degree plan is available to you electronically. As you progress toward a degree, this plan enables you to access information 24/7 and to always know where you are on your path. Accessible and professional, your advisor will ensure that you receive all the support you need to thrive at JIU. Your success is our success, and your Student Solutions Advisor is always just an email or phone call away.

**Student-Centered Learning**

JIU focuses on student-centered learning in several areas including:

- Orientation and student success prerequisite courses
- Ongoing online tutoring support
- A standardized learning model applied to the development of all JIU courses
- Individual student assessment checkpoints and feedback process
- Professional preparation via the Total Professional Advantage™ 2.0 program and services

The beginning of successful student-centered learning starts with orientation. To assist master level students with the overall online experience, an orientation course is required before the first class to offer preparation for participating effectively in online learning. This orientation course introduces new students to the JIU online environment by giving them practice with each of the major functions and navigation within a course.

Students in the Masters and Certificates in Education programs are scheduled into JIU501 which has been designed to assist the new student in their transition to online learning. All first content courses are staffed with faculty who have received the highest ratings from your peers.

**Online Tutoring Support**

JIU considers the ongoing academic tutoring support to be one of the critical success factors for assisting students over academic knowledge hurdles. The online tutoring includes support for math, technical subject matter, writing and language-intensive classes that traditional classroom students struggle to master as well. This service augments the instruction provided by the faculty members in the course and fills in gaps in basic prerequisite knowledge.

**Standardized Learning Model**

A standardized learning model has been defined and utilized for the development of all JIU courses. The goal is to provide all students with a consistent and enabling learning environment. The instructional hour
guidelines are based on studies conducted at other online universities for optimal hours of learning per week and to support students who desire to attend full time; master level students take one course per term. The model for the JIU programs is the quintessential "learning community." JIU’s programs require collaborative learning experiences among students and faculty by:

- Designing all courses to bring students and faculty together in a learning community; faculty members receive training and supervision to ensure that the courses operate as designed. Courses include components that encourage collaborative or team performance;
- Providing the technology to support convenient asynchronous interactions between individuals, and groups of faculty and students both within and outside of scheduled courses in order to support the learning communities.

JIU faculty members believe that a critical factor in the success of the program is a focus on learning as an interactive process. All core-content courses, research and inquiry courses, General Education, and capstone classes are designed to bring students and faculty together in a learning community. Throughout the program, students and faculty alike support each other in the creation of students’ professional synthesizing portfolios.

**Curriculum**

As of January 2013, the JIU School of Education has 23 certificate and degree programs with explicit professional standards aligned to each program. In multiple courses, JIU assesses every student’s achievement of the relevant professional standards that demonstrate workplace competencies. Assessments are tracked and reported, contributing to continuous course evaluations. Based on feedback from faculty, students, staff and outside influences, courses may be added, dropped or revised.

JIU designs course learning objectives to meet program and institutional outcomes. Many of JIU’s programs share the same core courses supplemented with specialization courses designed to reflect the relevant professional standards.

**SoE K-12 Unit Proficiencies**

As part of initial accreditation with the National Council for Accreditation of Teacher Education (NCATE), the JIU School of Education (SoE) SoE created a conceptual framework that gives meaning and direction to the SoE’s programs, courses, teaching, and assessment of candidates’ performance.

In developing its conceptual framework, the SoE identified the knowledge, skills, and professional dispositions, called *proficiencies*, mandated in professional, state, or institutional standards for every candidate in K-12 educator preparation programs. These proficiencies are grounded in the school’s philosophy, mission, vision, program design, course design, and curriculum.

Outlined below are the 17 proficiencies expected for every candidate in every K-12 educator preparation program. The SoE mapped these 17 proficiencies to course and program learning outcomes, assessed by end-of-course projects, state licensure exams, mentor/site supervisor appraisals and other key assessments in K-12 programs.

**Knowledge**

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
• **Assessment:** The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.

• **Individualization of Instruction:** The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.

• **Professional Standards and Evidence-Based Practice:** The knowledge that candidates master is based on professional and performance-based standards.

**Skills**

• **Knowledge of Content and Professional Practice:** The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.

• **Assessment:** The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.

• **Individualization of Instruction:** The candidate adapts instruction to meet the needs of all learners.

• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.
Master of Education

The mission of the Jones International University®, Ltd. (JIU®), School of Education online Master of Education degrees (MEd) is to develop innovative leaders who can solve urgent education challenges. We offer students a project-based curriculum informed by professional standards, an international and inspirational faculty, ongoing and proactive program evaluation and assessment of student learning, an uncompromising commitment to service and a pathway to become a total professional. Online Master's degree in Education graduates are leaders who are dedicated to the growth and well-being of the diverse learning organizations and communities they serve, and they are prepared for their own life-long personal and professional growth.

If you're looking for a place to earn your master of education degree online, contact us today. We can answer any questions you have about our programs. Review the Academic Calendar on JIU.edu for specific start dates for programs.
MEd in Adult Education and Administration Specializations

The JIU School of Education offers MEd degree programs designed to challenge and compel you to become a successful and influential adult educator. Adult education is one of the world’s fastest growing fields. There is a growing number of public and private vocational/trade colleges, community colleges, and universities offering online adult education classes. Furthermore, there are whole companies and divisions within companies that focus on personal, organizational, and professional development.

Our Master of Education programs are comprehensive, addressing theory, organizational development strategies, and assessments of adult learning. You have the opportunity to apply what you learn to real-world situations at JIU.

The Adult Educators and Administrators degree specializations align with the American Association for Adult and Continuing Education’s professional standards.

Program Learning Outcomes

- Describe the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change
- Develop programs and design courses using various facilitation methods for adults in education and training environments
- Apply adult education and training concepts to meet workforce education needs
- Explore adult education theory, concepts, and philosophies from a global perspective
- Recognize current adult education literature, interpret research, and conduct a final project
- Recognize personal leadership style in the management of adult education programs through an analysis of ethical and policy related issues
- Identify adult education as a professional field of study.

Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our Required Program Disclosures webpage and select the appropriate program.

Professional Standards

The MEd advisory board researched the collective knowledge of adult educational leaders from national and international universities, state agencies, training organizations, and representatives from professional associations of educators to develop programs of learning that maximize each student's professional development as a leader. The board adopted the International Board Standards for Training, Performance and Instruction (ibstpi®) as the framework for defining meaningful leadership learning outcomes. The board found that the ibstpi® standards are comprehensive and align with professional association expectations. In brief, the ibstpi® standards outline the comprehensive knowledge, attitudes and skills necessary for effective leadership in the field of adult education in the categories of training managers, on-site and online instructors, instructional designers and evaluators. The MEd advisory board shares the Board's commitment...
to raising the bar for the practice of adult education leadership. Although MEd in Adult Education and Administration adult learners come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders.

The International Board of Standards for Training, Performance and Instruction (ibstpi®) is a not-for-profit corporation that provides leadership to the community by setting the standards. The Board is composed of fifteen professionals of the highest repute in their respective fields of expertise who spearhead the research & development of standards, competencies, products and services. They are selected to broadly represent Academia, Government, Business & Industry, and private consultants' constituencies that they serve. The Board strives to have an international mix and currently has members from USA, Europe, Canada, Japan and Australia. Currently, members represent universities, government departments, businesses and consultancies directed at the charge of the organization. In recent years the Board has begun to expand its focus on the international aspect of its name and mission, with directors from the USA, Europe, Canada, Japan, Australia and India. See (http://www.ibstpi.org/about-us/)

Program mission, vision and professional standards are used to drive program and course learning outcomes and objectives measures. Content Experts then use the mission, vision and professional standards in designing courses to ensure that students have the opportunity to demonstrate competency in implementation.
MEd in Adult Education

Step up your adult learning environment. Whether you are currently working in the adult education field or seeking an exciting and meaningful career change, JIU’s online Master of Education in Adult Education will provide you the practical skills, techniques, and confidence to excel in this growing industry. Our project-based degree program is comprehensive – you will address not only theory, organizational development strategies and assessments of adult learning, but apply this new knowledge to real-world situations. Our special emphasis on technology in our adult education classes will enhance your skills even more.

The online Master’s in Education aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Your work environment will immediately benefit because this fully online adult education degree program is designed specifically for busy professionals. Our graduates emerge as leaders in their adult learning communities, inspired to implement quality curriculum, improve teaching and learning and transform their organizations.

Specialization Learning Outcomes

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning outcomes for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage® deliverables into your capstone project.

Program Learning Outcomes

- Describe the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change
- Develop programs and design courses using various facilitation methods for adults in education and training environments
- Apply adult education and training concepts to meet workforce education needs
- Explore adult education theory, concepts, and philosophies from a global perspective
- Recognize current adult education literature, interpret research, and conduct a final project
- Recognize personal leadership style in the management of adult education programs through an analysis of ethical and policy related issues
- Identify adult education as a professional field of study.
Program Curriculum: MEd in Adult Education

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Core Courses (18 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU522</td>
<td>Research Methods: Improving Learning Organizations</td>
<td></td>
</tr>
<tr>
<td>EDU542</td>
<td>Strategic Planning for Educators</td>
<td></td>
</tr>
<tr>
<td>EDU630</td>
<td>Needs Assessment for Learning Environments</td>
<td></td>
</tr>
<tr>
<td>EDU653</td>
<td>Assessment Strategies to Improve Adult Learning</td>
<td></td>
</tr>
<tr>
<td>EDU681</td>
<td>Adult Learning Theory</td>
<td></td>
</tr>
<tr>
<td>EDU685</td>
<td>Instructional Design</td>
<td></td>
</tr>
<tr>
<td><strong>3 Specialization Courses (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU550</td>
<td>Evaluating Education Technology</td>
<td></td>
</tr>
<tr>
<td>EDU621</td>
<td>Managing e-Learning</td>
<td></td>
</tr>
<tr>
<td>EDU623</td>
<td>Knowledge Management and Workplace Learning</td>
<td></td>
</tr>
<tr>
<td>EDU651</td>
<td>Designing Interactive e-Learning</td>
<td></td>
</tr>
<tr>
<td>EDU654</td>
<td>Developing and Implementing e-Learning Systems</td>
<td></td>
</tr>
<tr>
<td>EDU682</td>
<td>Public Policy and Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU683</td>
<td>Successful Leadership in Higher Education Administration</td>
<td></td>
</tr>
<tr>
<td>EDU684</td>
<td>The Future of Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU694</td>
<td>Designing Online Learning Environments</td>
<td></td>
</tr>
<tr>
<td><strong>Capstone (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU669</td>
<td>Capstone: The Professional Adult Educator</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 30 credits
MEd in Corporate Training and Knowledge Management

The modern-day explosion of information and knowledge management tools has made accessing and creating information anytime, from anywhere, a new reality. If you are a corporate trainer, lead an adult learning organization, or lead a management training program, you must keep pace with changing workplace training and education methods to infuse e-Learning into national and international teaching and learning models.

The MEd in Corporate Training and Knowledge Management aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s online Master’s in Education degree programs and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Our project-based corporate training program has put a special emphasis on corporate education technology, techniques, and strategies, giving you an unparalleled edge in this field. You will emerge confident, capable and eager to bring this new knowledge to your learning environment.

Specialization Learning Outcomes

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (ibstpi®): Training Manager Competencies.

Program Learning Outcomes

- Describe the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change
- Develop programs and design courses using various facilitation methods for adults in education and training environments
- Apply adult education and training concepts to meet workforce education needs
- Explore adult education theory, concepts, and philosophies from a global perspective
- Recognize current adult education literature, interpret research, and conduct a final project
- Recognize personal leadership style in the management of adult education programs through an analysis of ethical and policy related issues
- Identify adult education as a professional field of study.

Program Curriculum: MEd in Corporate Training and Knowledge Management

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6 Core Courses (18 credits)</th>
<th>3 Specialization Courses (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU522 Research Methods: Improving Learning Organizations</td>
<td>EDU550 Evaluating Education Technology</td>
</tr>
<tr>
<td>EDU542 Strategic Planning for Educators</td>
<td>EDU621 Managing e-Learning</td>
</tr>
<tr>
<td>EDU630 Needs Assessment for Learning Environments</td>
<td>EDU623 Knowledge Management &amp; Workplace Learning</td>
</tr>
<tr>
<td>EDU653 Assessment Strategies to Improve Adult Learning</td>
<td>EDU669 Capstone: The Professional Adult Educator</td>
</tr>
<tr>
<td>EDU681 Adult Learning Theory</td>
<td></td>
</tr>
<tr>
<td>EDU685 Instructional Design</td>
<td></td>
</tr>
</tbody>
</table>

Capstone (3 credits)

Total Credits 30 credits
## MEd in e-Learning Technology and Design

Put latest technology to work with an online instructional design degree from Jones International University. Advancements in educational technology have made instructional design a critical skill for corporate trainers and adult educators. A well-designed learning environment improves learning and makes information available on demand anytime, from anywhere. Corporate trainers and those who design education for adults must keep pace with changing education and training technology to infuse e-learning into national and international teaching and learning models.

The MEd in e-Learning Technology and Design aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

### Specialization Learning Outcomes

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (ibstpi®): Instructional Design Competencies.

### Program Learning Outcomes

- Describe the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change
- Develop programs and design courses using various facilitation methods for adults in education and training environments
- Apply adult education and training concepts to meet workforce education needs
- Explore adult education theory, concepts, and philosophies from a global perspective
- Recognize current adult education literature, interpret research, and conduct a final project
- Recognize personal leadership style in the management of adult education programs through an analysis of ethical and policy related issues
- Identify adult education as a professional field of study.

### Program Curriculum: MEd in e-Learning Technology and Design

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 Core Courses (18 credits)</th>
<th>3 Specialization Courses (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU522 Research Methods: Improving Learning Organizations</td>
<td>EDU550 Evaluating Education Technology</td>
</tr>
<tr>
<td>EDU542 Strategic Planning for Educators</td>
<td>EDU651 Designing Interactive e-Learning</td>
</tr>
<tr>
<td>EDU630 Needs Assessment for Learning Environments</td>
<td>EDU654 Developing &amp; Implementing e-Learning Systems</td>
</tr>
<tr>
<td>EDU653 Assessment Strategies to Improve Adult Learning</td>
<td>EDU681 Adult Learning Theory</td>
</tr>
<tr>
<td>EDU685 Instructional Design</td>
<td>EDU685 Instructional Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone (3 credits)</th>
<th>Total Credits 30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU669 Capstone: The Professional Adult Educator</td>
<td></td>
</tr>
</tbody>
</table>
MEd in Higher Education Leadership and Administration

This online Master's in Higher Education Leadership and Administration program designed for professionals who want to better understand adult learning; public policy and higher education; successful leadership in higher education administration; and the future of higher education.

With a higher education administration degree, you will learn the skill needed to pursue high-level professional positions, where you'll work with teachers and other administrators to improve curriculum and instruction.

Specialization Learning Outcomes

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Demonstrate an understanding of public policy and higher education.
- Demonstrate successful leadership in higher education administration.
- Prepare for the future of higher education.
- Complete a capstone project that demonstrates successful application.

Program Learning Outcomes

- Describe the foundations of adult education history, philosophies, learning theories, and critical thinking toward social change
- Develop programs and design courses using various facilitation methods for adults in education and training environments
- Apply adult education and training concepts to meet workforce education needs
- Explore adult education theory, concepts, and philosophies from a global perspective
- Recognize current adult education literature, interpret research, and conduct a final project
- Recognize personal leadership style in the management of adult education programs through an analysis of ethical and policy related issues
- Identify adult education as a professional field of study.

Program Curriculum: MEd in Higher Education Leadership and Administration

<table>
<thead>
<tr>
<th>Core Courses (18 credits)</th>
<th>Specialization Courses (9 credits)</th>
<th>Capstone (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU522</td>
<td>EDU682</td>
<td>EDU669</td>
</tr>
<tr>
<td>Research Methods: Improving Learning Organizations</td>
<td>Public Policy and Higher Education</td>
<td>Capstone: The Professional Adult Educator</td>
</tr>
<tr>
<td>EDU542</td>
<td>EDU683</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning for Educators</td>
<td>Successful Leadership in Higher Education Administration</td>
<td></td>
</tr>
<tr>
<td>EDU630</td>
<td>EDU684</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment for Learning Environments</td>
<td>The Future of Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDU653</td>
<td>EDU681</td>
<td></td>
</tr>
<tr>
<td>Assessment Strategies to Improve Adult Learning</td>
<td>Adult Learning Theory</td>
<td></td>
</tr>
<tr>
<td>EDU685</td>
<td>EDU685</td>
<td></td>
</tr>
<tr>
<td>Instructional Design</td>
<td>Instructional Design</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30 credits
K-12 Educators and Administrators Specializations

The JIU School of Education offers MEd degree programs designed for licensed teachers and licensed principals/administrators who would like to enhance their knowledge and skills, and for students who would like to become licensed teachers or licensed principals/administrators in K–12 institutions in the United States.

The K-12 Educators and Administrators degree programs align with the Colorado Department of Education (CDE), Colorado Commission on Higher Education (CCHE), and professional association standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment**: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate adapts instruction to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.
- **Innovative Solutions**: The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.
- **Application of Technology**: The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
- **Communicate**: The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

Dispositions

- **Lifelong Learning**: The educator is prepared for their own life-long personal and professional growth.
- **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
- **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.
- **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.
- **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.
- **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this [State Disclosure](#) webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.
MEd Programs for Licensed Educators

The JIU School of Education offers online Education master’s programs designed for licensed educators who would like to enhance their knowledge and skills.

The K-12 master's in Education online programs align with the Colorado Department of Education (CDE), Colorado Commission on Higher Education (CCHE), and professional association standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator advanced certification.

Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our Required Program Disclosures webpage and select the appropriate program.

Certification and Licensure

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to http://teach.org/ for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.
MEd in Education Leadership and Administration: Principal and Administrator Licensure

This degree has been developed for licensed educators who are interested in pursuing licensure or certification as a principal or administrator and prepares educators seeking to advance their professional careers. A current initial teaching licensed is required for admission to this program. Candidates find coursework, including the internship, designed to augment their professional knowledge, skills and aptitude.

The MEd in Education Leadership and Administration: Principal and Administrator Licensure degree program specializations align with the Colorado Department of Education (CDE), Colorado Commission on Higher Education (CCHE), and professional association standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); the Education Leadership Constituency Council (ELCC); and the Colorado Performance-Based Principal Licensure Standards.
- Identify, analyze and apply current K-12 pedagogy and education leadership best practices.
- Examine and apply critical thinking to the student’s academic deliverables and professional lives.
- Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction, educator effectiveness, and student learning.
- Design, select and integrate solutions to practical problems in leading K-12 institutions.
- Assess and select current research that is practical, relevant and appropriate, and integrate this information into course synthesizing projects and other academic deliverables.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment**: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate adapts instruction to meet the needs of all learners.
• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Program Curriculum: MEd in Education Leadership and Administration: Principal and Administrator Licensure

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIUS01: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
</table>

**10 Core Courses (30 credits)**
- EDU525 Supervision of Student Conduct
- EDU540 Business Operations and School Site Safety
- EDU542 Strategic Planning for Educators
- EDU545 Successful Leadership in K-12 Organizations
- EDU548 School and Community Partnerships
- EDU553 K-12 Education Law and Policy
- EDU556 Instructional Leadership and Teacher Effectiveness
- EDU560 K-12 Education Technology & Information Systems
- EDU562 Educator Evaluation & K-12 Instructional Systems
- EDU600 Teaching & Administering in Colorado & the States

**2 Internship Courses (6 credits)**
- EDU611 Principal & Administrator Internship I
- EDU612 Principal & Administrator Internship II

**Total Credits** 36 credits
MEd in Elementary Curriculum, Instruction and Assessment

Developed for licensed educators, the MEd in Elementary Curriculum, Instruction and Assessment prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in Elementary Curriculum, Instruction and Assessment aligns with the Association for Childhood Education International (ACEI), Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation of Teacher Education (NCATE); the Association for Childhood Education International (ACEI); and the Colorado Performance-Based Teacher Licensure Standards.
- Identify, analyze and apply current elementary education pedagogy and best practices related to
  - Reading, Writing, and Oral Language
  - Science
  - Mathematics
  - Social Studies
  - The Arts
  - Health and Physical Education.
- Examine and apply critical thinking to the student’s academic deliverables and professional lives.
- Design, select and integrate solutions to practical problems related to teaching in diverse elementary education environments.
- Assess and select current research that is practical, relevant and appropriate, and integrate this information into course synthesizing projects and other academic deliverables.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment**: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
• **Individualization of Instruction:** The candidate adapts instruction to meet the needs of all learners.

• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Program Curriculum: MEd in Elementary Curriculum, Instruction and Assessment

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9 Core Courses (27 credits)</th>
<th>Capstone (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU519 Instructional Methods for Elementary Mathematics</td>
<td>EDU606 Capstone: The Professional K-12 Teacher</td>
</tr>
<tr>
<td>EDU521 K-12 Students Using Technology</td>
<td></td>
</tr>
<tr>
<td>EDU527 Literacy I</td>
<td></td>
</tr>
<tr>
<td>EDU528 Literacy II</td>
<td></td>
</tr>
<tr>
<td>EDU530 Technology in Education: Social and Legal Issues</td>
<td></td>
</tr>
<tr>
<td>EDU538 K-12 Teaching: Legal and Societal Contexts</td>
<td></td>
</tr>
<tr>
<td>EDU573 Elementary Classroom and Instructional Management</td>
<td></td>
</tr>
<tr>
<td>EDU574 Exceptional Needs in Inclusive Classrooms (Elementary)</td>
<td></td>
</tr>
<tr>
<td>EDU575 Elementary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30 credits
MEd in Secondary Curriculum, Instruction and Assessment

Developed for licensed educators, the MEd in Secondary Curriculum, Instruction and Assessment prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in Secondary Curriculum, Instruction and Assessment aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); Initial Licensure/Post Baccalaureate (IL/PB), and the Performance based Standards for Colorado Teachers.
- Identify, analyze and apply current secondary education pedagogy and best practices related to one of the endorsement areas listed in the JIU Secondary Curriculum, Instruction and Assessment section of this Endorsement Area List, published by the Colorado Department of Higher Education.
- Examine and apply critical thinking to the student's academic deliverables and professional lives.
- Design, select and integrate solutions to practical problems related to teaching in diverse secondary education environments.
- Assess and select current research that is practical, relevant and appropriate, and integrate this information into course synthesizing projects and other academic deliverables.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice:** The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment:** The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction:** The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice:** The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice:** The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment:** The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction:** The candidate adapts instruction to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and
instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

- **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.
- **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
- **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with K-12 students, parents and the community.

**Dispositions**

- **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.
- **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
- **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.
- **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.
- **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.
- **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the [K-12 Clinical Practice Guide](#).

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.
JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

**Program Curriculum: MEd in Secondary Curriculum, Instruction and Assessment**

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 Core Courses (24 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUS18</td>
<td>Instructional Methods for Secondary Mathematics</td>
<td></td>
</tr>
<tr>
<td>EDUS21</td>
<td>K-12 Students Using Technology</td>
<td></td>
</tr>
<tr>
<td>EDUS28</td>
<td>Literacy II</td>
<td></td>
</tr>
<tr>
<td>EDUS30</td>
<td>Technology in Education: Social and Legal Issues</td>
<td></td>
</tr>
<tr>
<td>EDUS38</td>
<td>K-12 Teaching: Legal and Societal Contexts</td>
<td></td>
</tr>
<tr>
<td>EDUS93</td>
<td>Secondary Classroom and Instructional Management</td>
<td></td>
</tr>
<tr>
<td>EDUS94</td>
<td>Exceptional Needs in Inclusive Classrooms (Secondary)</td>
<td></td>
</tr>
<tr>
<td>EDUS95</td>
<td>Secondary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
<tr>
<td><strong>Capstone (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU606</td>
<td>Capstone: The Professional K-12 Teacher</td>
<td></td>
</tr>
<tr>
<td><strong>1 Instructional Methods Course (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU519</td>
<td>Instructional Methods for Elementary Mathematics (for Math Endorsement ONLY)</td>
<td></td>
</tr>
<tr>
<td>EDU576</td>
<td>Instructional Methods for Secondary Science</td>
<td></td>
</tr>
<tr>
<td>EDU577</td>
<td>Instructional Methods for Secondary Social Studies</td>
<td></td>
</tr>
<tr>
<td>EDU578</td>
<td>Instructional Methods for Secondary English Language Arts</td>
<td></td>
</tr>
<tr>
<td>EDU579</td>
<td>Instructional Methods for Secondary World Languages</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 30 credits
MEd in K-12 English for Culturally and Linguistically Diverse Second Language Education

Developed for licensed educators, the MEd in Culturally Linguistically Diverse Education program is 30 hours requiring ten courses, including field hours and a capstone. These classes are integrated into the endorsement classes to provide a comprehensive education for the teacher of culturally and linguistically diverse learners. Teachers who complete the MEd program have a strong foundation for working with children, other educators and parents in providing quality English language learning.

The MEd in Culturally Linguistically Diverse Education program aligns with the Association for Teachers of English to Speakers of Other Languages (TESOL), Colorado Department of Education’s (CDE) Culturally Linguistically Diverse (CLD) standards and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate linguistic knowledge essential to teaching of reading and English language skills.
- Demonstrate knowledge, skills and professional dispositions of curriculum integration in the four domains of literacy, listening, reading, writing and speaking across content and grade levels.
- Identify, analyze and apply effective assessment techniques that enable teachers to plan for student differentiation in language acquisition.
- Deliver research and discussion on the importance of bilingual education which includes, culture, situational knowledge and parental involvement.
- Provide leadership skills for teachers to become advocates for Culture and Diversity.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice:** The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment:** The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction:** The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice:** The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice:** The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment:** The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction:** The candidate adapts instruction to meet the needs of all learners.
• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

**Program Curriculum: MEd in K-12 English for Culturally and Linguistically Diverse Second Language Education**

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501</th>
<th>Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Core Courses (27 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU527</td>
<td>Literacy I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU528</td>
<td>Literacy II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU530</td>
<td>Technology in Education: Social and Legal Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU532</td>
<td>Introduction to Culturally and Linguistically Diverse Education Second Language Acquisition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU533</td>
<td>Pedagogic Principles in Culturally and Linguistically Diverse Education Second Language Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU534</td>
<td>Teaching Culturally and Linguistically Diverse Education Language Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU535</td>
<td>Culturally and Linguistically Diverse Education for Bilingual Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU536</td>
<td>Assessment for Learners of English Culturally and Linguistically Diverse Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU537</td>
<td>Multicultural Communication for Culturally and Linguistically Diverse Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Capstone (3 credits) | |
|----------------------| |
| EDU608 | Capstone: The Professional Culturally and Linguistically Diverse K-12 Educator | |

**Total Credits** 30 credits
MEd in K-12 Instructional Technology

Developed for licensed educators, the MEd in K-12 Instructional Technology prepares educators seeking to advance their professional careers. Currently licensed educators find coursework, including capstone courses, designed to augment their professional knowledge, skills and aptitude.

The MEd in K-12 Instructional Technology aligns with the International Society for Technology in Education (ISTE®), Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); and the International Society for Technology in Education (ISTE).
- Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize digital-age content learning.
- Assess knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Prioritize local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice.
- Evaluate professional practices for improvement, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment**: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate adapts instruction to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning.
Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

- **Innovative Solutions**: The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

- **Application of Technology**: The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

- **Communicate**: The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

- **Lifelong Learning**: The educator is prepared for their own life-long personal and professional growth.

- **Reflective Collaborative Practitioners**: Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

- **Inclusivity and Fairness**: The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

- **Service and Access Orientation**: The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

- **Ethical Behavior**: The candidate acts ethically with K-12 students, families, communities and colleagues.

- **Respect for Diversity**: The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.
JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Program Curriculum: MEd in K-12 Instructional Technology

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Core Courses (21 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU521</td>
<td>K-12 Students Using Technology</td>
<td></td>
</tr>
<tr>
<td>EDU530</td>
<td>Technology in Education: Social and Legal Issues</td>
<td></td>
</tr>
<tr>
<td>EDU538</td>
<td>K-12 Teaching: Legal and Societal Contexts</td>
<td></td>
</tr>
<tr>
<td>EDU539</td>
<td>K-12 Technology Systems Operations &amp; Management</td>
<td></td>
</tr>
<tr>
<td>EDU550</td>
<td>Evaluating Education Technology</td>
<td></td>
</tr>
<tr>
<td>EDU651</td>
<td>Designing Interactive e-Learning</td>
<td></td>
</tr>
<tr>
<td>EDU694</td>
<td>Designing Online Learning Environments</td>
<td></td>
</tr>
<tr>
<td>1 Core Course (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU574</td>
<td>Exceptional Needs in Inclusive Classrooms (Elementary)</td>
<td></td>
</tr>
<tr>
<td>EDU594</td>
<td>Exceptional Needs in Inclusive Classrooms (Secondary)</td>
<td></td>
</tr>
<tr>
<td>1 Core Course (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU575</td>
<td>Elementary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
<tr>
<td>EDU595</td>
<td>Secondary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
<tr>
<td>Capstone (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU607</td>
<td>Capstone: The K-12 Instructional Technologist</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30 credits
MEd Programs Leading to Initial Education Licensure

The JIU School of Education offers MEd degree programs designed for students who would like to become licensed teachers in K–12 institutions in the United States.

The K-12 online teacher licensure programs align with the Colorado Department of Education (CDE), Colorado Commission on Higher Education (CCHE), and professional association standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure.

Required Program Disclosures

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our Required Program Disclosures webpage and select the appropriate program.

If you want to earn your online master's degree in teaching, contact us today to learn more about our programs.

Certification and Licensure

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to http://teach.org/ for more information.

Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

NCATE/CAEP Accreditation

The School of Education at Jones International University is a candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. Candidacy status means that the School of Education has met preconditions for accreditation but is not accredited. This candidacy covers initial teacher preparation programs and/or advanced educator preparation programs at Jones International
University. However, the candidacy does not include individual education courses that Jones International University offers to P-12 educators for professional development, relicensure, or other purposes.

At JIU, we are constantly working to maximize the value of your degree. The National Council for Accreditation of Teacher Education (NCATE) is the profession’s mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE’s performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

NCATE provides specialized accreditation for specific programs in the School of Education. JIU is regionally accredited at the university level; for more information, click here.
MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure

Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure aligns with the Association for Childhood Education International (ACEI), Colorado Department of Education (CDE), and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation of Teacher Education (NCATE); the Association for Childhood Education International (ACEI); and the Colorado Performance-Based Teacher Licensure Standards.
- Identify, analyze and apply current elementary education pedagogy and best practices related to:
  - Reading, Writing, and Oral Language
  - Science
  - Mathematics
  - Social Studies
  - The Arts
  - Health and Physical Education.
- Examine and apply critical thinking to the student's academic deliverables and professional lives.
- Design, select and integrate solutions to practical problems related to teaching in diverse elementary education environments.
- Assess and select current research that is practical, relevant and appropriate, and integrate this information into course synthesizing projects and other academic deliverables.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
• **Assessment:** The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.

• **Individualization of Instruction:** The candidate adapts instruction to meet the needs of all learners.

• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the [K-12 Clinical Practice Guide](http://teach.org/).

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this [State Disclosure](#) webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

**Program Curriculum: MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure**

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 Core Courses (30 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU500</td>
<td>Educational Theory into Practice</td>
<td></td>
</tr>
<tr>
<td>EDU519</td>
<td>Instructional Methods for Elementary Mathematics</td>
<td></td>
</tr>
<tr>
<td>EDU521</td>
<td>K-12 Students Using Technology</td>
<td></td>
</tr>
<tr>
<td>EDU527</td>
<td>Literacy I</td>
<td></td>
</tr>
<tr>
<td>EDU528</td>
<td>Literacy II</td>
<td></td>
</tr>
<tr>
<td>EDU538</td>
<td>K-12 Teaching: Legal and Societal Contexts</td>
<td></td>
</tr>
<tr>
<td>EDU573</td>
<td>Elementary Classroom and Instructional Management</td>
<td></td>
</tr>
<tr>
<td>EDU574</td>
<td>Exceptional Needs in Inclusive Classrooms (Elementary)</td>
<td></td>
</tr>
<tr>
<td>EDU575</td>
<td>Elementary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
<tr>
<td>EDU600</td>
<td>Teaching &amp; Administering in Colorado &amp; the States</td>
<td></td>
</tr>
<tr>
<td><strong>2 Student Teaching Courses (6 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU613</td>
<td>Student Teaching I: Elementary Licensure</td>
<td></td>
</tr>
<tr>
<td>EDU614</td>
<td>Student Teaching II: Elementary Licensure</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 36 credits
MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure

Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure aligns with the Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); Initial Licensure/Post Baccalaureate (IL/PB), and the Performance based Standards for Colorado Teachers.
- Identify, analyze and apply current secondary education pedagogy and best practices related to one of the endorsement areas listed in the JIU Secondary Curriculum, Instruction and Assessment section of this Endorsement Area List, published by the Colorado Department of Higher Education.
- Examine and apply critical thinking to the student’s academic deliverables and professional lives.
- Design, select and integrate solutions to practical problems related to teaching in diverse secondary education environments.
- Assess and select current research that is practical, relevant and appropriate, and integrate this information into course synthesizing projects and other academic deliverables.

Program Learning Outcomes

Knowledge

- Knowledge of Content and Professional Practice: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- Assessment: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- Individualization of Instruction: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- Professional Standards and Evidence-Based Practice: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- Knowledge of Content and Professional Practice: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- Assessment: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- Individualization of Instruction: The candidate adapts instruction to meet the needs of all learners.
• **Professional Standards and Evidence-Based Practice:** The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

• **Innovative Solutions:** The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

• **Application of Technology:** The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

• **Communicate:** The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

**Dispositions**

• **Lifelong Learning:** The educator is prepared for their own life-long personal and professional growth.

• **Reflective Collaborative Practitioners:** Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

• **Inclusivity and Fairness:** The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

• **Service and Access Orientation:** The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

• **Ethical Behavior:** The candidate acts ethically with K-12 students, families, communities and colleagues.

• **Respect for Diversity:** The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

**Professional Dispositions Policy**

As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

**Certification and Licensure**

JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to [http://teach.org/](http://teach.org/) for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Program Curriculum: MEd in Secondary Curriculum, Instruction and Assessment: Teacher Licensure

**ORIENTATION** 1 Course - No Cost, No Credit  JIU501: Orientation – Successful Online Learning for Masters Students

<table>
<thead>
<tr>
<th>9 Core Courses (27 credits)</th>
<th>1 Instructional Methods Course (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU500  Educational Theory into Practice</td>
<td>EDU519  Instructional Methods for Elementary Mathematics (for Math Endorsement ONLY)</td>
</tr>
<tr>
<td>EDU518  Instructional Methods for Secondary Mathematics</td>
<td>EDU567  Instructional Methods for Secondary Science</td>
</tr>
<tr>
<td>EDU521  K-12 Students Using Technology</td>
<td>EDU577  Instructional Methods for Secondary Social Studies</td>
</tr>
<tr>
<td>EDU528  Literacy II</td>
<td>EDU578  Instructional Methods for Secondary English Language Arts</td>
</tr>
<tr>
<td>EDU538  K-12 Teaching: Legal and Societal Contexts</td>
<td>EDU579  Instructional Methods for Secondary World Languages</td>
</tr>
<tr>
<td>EDU593  Secondary Classroom and Instructional Management</td>
<td></td>
</tr>
<tr>
<td>EDU594  Exceptional Needs in Inclusive Classrooms (Secondary)</td>
<td></td>
</tr>
<tr>
<td>EDU595  Secondary Assessment Strategies to Improve Learning</td>
<td></td>
</tr>
<tr>
<td>EDU600  Teaching &amp; Administering in Colorado &amp; the States</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Student Teaching Courses (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU605A  Student Teaching: Classroom Practicum I</td>
<td></td>
</tr>
<tr>
<td>EDU605B  Student Teaching: Classroom Practicum II</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**  36 credits
MEd in K-12 Instructional Technology: Teacher Licensure

Developed for educators who are interested in pursuing licensure or certification as a teacher, the MEd in K-12 Instructional Technology: Teacher Licensure degree program prepares educators seeking to advance their professional careers. Candidates find coursework, including student teaching, designed to augment their professional knowledge, skills and aptitude.

The MEd in K-12 Instructional Technology: Teacher Licensure aligns with the International Society for Technology in Education (ISTE®), Colorado Department of Education (CDE) and Colorado Commission on Higher Education (CCHE) professional standards. The CDE and CCHE recognize the high quality of JIU’s MEd preparation degrees and have designated JIU as a state-approved program of teacher and principal/administrator preparation. For most states, graduating from an approved program of preparation is an important step toward achieving educator licensure or certification.

Specialization Learning Outcomes

- Demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); the International Society for Technology in Education (ISTE), and the Performance based Standards for Colorado Teachers.
- Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize digital-age content learning.
- Assess knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Prioritize local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice.
- Evaluate professional practices for improvement, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Program Learning Outcomes

Knowledge

- **Knowledge of Content and Professional Practice**: The candidate demonstrates a comprehensive understanding of content knowledge such as math and literacy, pedagogy, technology and classroom management utilized to facilitate K-12 student learning.
- **Assessment**: The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- **Professional Standards and Evidence-Based Practice**: The knowledge that candidates master is based on professional and performance-based standards.

Skills

- **Knowledge of Content and Professional Practice**: The candidate demonstrates the ability to use content knowledge, such as math and literacy, pedagogy, technology and classroom management, to facilitate K-12 student learning.
- **Assessment**: The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- **Individualization of Instruction**: The candidate adapts instruction to meet the needs of all learners.
Professional Standards and Evidence-Based Practice: The candidate incorporates developments in the science of learning and evidence-based practices that positively impact K-12 student learning. Candidates plan and set measurable goals, identify and implement scientifically based curricula and instruction, conduct formative and summative assessments, customize instruction, organize and manage the classroom for learning, and engage students.

Innovative Solutions: The candidate is an innovative leader who solves urgent project-based education challenges that are in service to a real need in the education profession, and addresses the needs of all students.

Application of Technology: The candidate utilizes appropriate technology applications to facilitate K-12 student learning.

Communicate: The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.

Dispositions

Lifelong Learning: The educator is prepared for their own life-long personal and professional growth.

Reflective Collaborative Practitioners: Candidates are committed to assess their own education effectiveness through individual and collaborative practice.

Inclusivity and Fairness: The candidate cultivates inclusiveness with K-12 students, families, communities, and colleagues to meet the needs of all learners, including fairness and a belief that all K-12 students can learn.

Service and Access Orientation: The candidate has an uncompromising commitment to educational service, is motivated by the belief that education can change lives, and opens up opportunities for their K-12 students.

Ethical Behavior: The candidate acts ethically with K-12 students, families, communities and colleagues.

Respect for Diversity: The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief and cultural background.

Professional Dispositions Policy
As an accredited institution, we will recommend for certification only those persons who have demonstrated in their clinical practice the necessary strong, positive dispositions associated with the professional educator. For additional explanation, please see JIU’s Policy on Professional Dispositions in the K-12 Clinical Practice Guide.

Certification and Licensure
JIU offers programs that are acceptable for educator or educational administrator certification in most states.

Eligibility for initial educator certification in your state of residence is based on completion of a state approved educator preparation program. JIU’s programs are approved in Colorado. Even though you may be residing in a state other than Colorado while in your program, your application for educator certification in your state of residence will be processed as an out-of-state application. Go to http://teach.org/ for more information.
Many licensed educators pursue an additional degree in order to meet state or professional requirements for career advancement. Teachers are advised to contact their individual school districts and consult their state educator agency website as to whether this program may qualify for teacher advancement.

JIU performs an annual review of state licensure requirements. Because all state licensure requirements are subject to change at any time, it is imperative that the student regularly determines the requirements for the state in which s/he intend to seek licensure, including any state where the student intends to relocate. To aid students with their responsibility to determine their state requirements, JIU provides a listing of educator agencies for all states on this State Disclosure webpage. This information is provided as guidance only and JIU cannot guarantee that the information is accurate and current.

Program Curriculum: MEd in K-12 Instructional Technology: Teacher Licensure

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501: Orientation – Successful Online Learning for Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Core Courses (24 credits)</td>
<td>EDU500 Educational Theory into Practice</td>
<td>EDU521 K-12 Students Using Technology</td>
</tr>
<tr>
<td></td>
<td>EDU527 Literacy I</td>
<td>EDU528 Literacy II</td>
</tr>
<tr>
<td></td>
<td>EDU530 Technology in Education: Social and Legal Issues</td>
<td>EDU600 Teaching &amp; Administering in Colorado &amp; the States</td>
</tr>
<tr>
<td></td>
<td>EDU651 Designing Interactive e-Learning</td>
<td></td>
</tr>
<tr>
<td>1 Core Course (3 credits)</td>
<td>EDU574 Exceptional Needs in Inclusive Classrooms (Elementary)</td>
<td>EDU594 Exceptional Needs in Inclusive Classrooms (Secondary)</td>
</tr>
<tr>
<td>1 Core Course (3 credits)</td>
<td>EDU518 Instructional Methods for Secondary Mathematics</td>
<td>EDU519 Instructional Methods for Elementary Mathematics</td>
</tr>
<tr>
<td>1 Core Course (3 credits)</td>
<td>EDU573 Elementary Classroom and Instructional Management</td>
<td>EDU593 Secondary Classroom and Instructional Management</td>
</tr>
<tr>
<td>2 Capstone Courses (6 credits)</td>
<td>EDU605A Student Teaching: Classroom Practicum I; AND EDU605B Student Teaching: Classroom Practicum II OR EDU613 Student Teaching I: Elementary Licensure; AND EDU614 Student Teaching II: Elementary Licensure</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 42 credits
Graduate Certificates in Education

Jones International University’s online certificates in Education offer you an exciting way to increase your knowledge, advance your career and expand your opportunities. Whether you want to update your current skill set or gain in-depth, pertinent knowledge in a new area of interest, our quality online Education certificates are designed to meet your specific education needs. The same high academic standards of our degree programs apply to our certificate curricula, ensuring that you will get the best and most relevant instruction available.

Why choose a JIU graduate certificate?

- **CURRICULUM.** The JIU School of Education – responsive to national and international demands for improved education outcomes – offers students a relevant, project-based curriculum and expertly designed courses aligned to professional standards, including those of the National Council for Accreditation of Teacher Education.
- **FACULTY.** Faculty members at JIU are appropriately credentialed and qualified. All faculty members hold a degree one level higher than they teach and more than 80% hold terminal degrees in their field. They are involved in the academic community through writings, publications and/or presentations but, more importantly, they are committed to the success of our students and to the JIU mission.
- **SERVICE.** JIU is regionally accredited and offers students a 100% online learning and service model. Every member of the JIU staff is committed to unmatched service that is attentive to students’ personal and professional growth. 98% of JIU’s students would recommend the University to others.
- **ULTIMATE PROFESSIONAL.** JIU supports your commitment to success by not only providing a quality, relevant education but also by supporting your lifelong career planning. As a student – and alumnus – you will have access to the Total Professional Advantage™ 2.0, an exclusive career development portal and program customized just for you!
- **JIU – THE GOLD STANDARD ONLINE UNIVERSITY®.** If you’re ready to take the next step to build your career in education and make an impact, JIU stands ready to support your dreams.

**Required Program Disclosures**

Federal Regulations require that Institutions of Higher Education provide to students required information regarding each program. For this information please visit our Required Program Disclosures webpage and select the appropriate program.
Certificate in e-Learning Technology and Design: Instructional Design ibstpi®

As e-learning courses become more prevalent, the need for educators with backgrounds in educational technology continues to increase. The Certificate in e-Learning Technology and Design: Instructional Design ibstpi® prepares you to improve your instructional design practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for instructional design standards and by applying these standards to your practice within learning communities. This e-learning technology certification program involves becoming a reflective practitioner through a deep analysis of education technology, needs assessment for learning environments, interactive e-learning, e-learning systems and assessment strategies to improve adult learning.

Our instructional design certificate program offers you the opportunity to increase your knowledge and advance your career in education. It allows you to update your current skill set and gain in-depth, pertinent knowledge in this area. The same high academic standards of our degree programs apply to our certificate curricula, ensuring that you will get the best and most relevant instruction available.

Certificate Learning Outcomes

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (ibstpi®): Instructional Design Competencies

Program Curriculum: Certificate in e-Learning Technology and Design: Instructional Design ibstpi®

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501  Successful Online Learning for Master’s Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Certificate Electives (9 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU550  Evaluating Education Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU630    Needs Assessment for Learning Environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU651    Designing Interactive e-Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU653    Assessment Strategies to Improve Adult Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU654    Developing and Implementing e-Learning Systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 9 credits |
Certificate in Corporate Training and Knowledge Management: Instructor ibstpi®

This online Corporate Training and Knowledge Management: Instructor ibstpi® certification program will teach you to improve your instruction practice according to the International Board Standards for Training, Performance and Instruction (ibstpi®). Program curriculum covers effective research methods, deep analysis of adult learning theory, and needs assessment strategies used to improve adult learning.

As a graduate of this knowledge management certification program, you can become a reflective practitioner who understands the adult learning landscape and can suggest methods for improvement and continued evolution.

Certificate Learning Outcomes

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (ibstpi®): Training Manager Competencies.

Program Curriculum: Certificate in Corporate Training and Knowledge Management: Instructor ibstpi®

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIENTATION</td>
<td>1</td>
</tr>
<tr>
<td>JIU501 Successful Online Learning for Master’s Students</td>
<td>No Cost, No Credit</td>
</tr>
<tr>
<td>3 Certificate Electives (9 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU522 Research Methods: Improving Learning Organizations</td>
<td></td>
</tr>
<tr>
<td>EDU623 Knowledge Management and Workplace Learning</td>
<td></td>
</tr>
<tr>
<td>EDU630 Needs Assessment for Learning Environments</td>
<td></td>
</tr>
<tr>
<td>EDU653 Assessment Strategies to Improve Adult Learning</td>
<td></td>
</tr>
<tr>
<td>EDU681 Adult Learning Theory</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>
Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi®

This Corporate Training and Knowledge Management: Training Manager ibstpi® certification online program prepares you to improve your management practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for training manager standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of strategic planning, business management for learning organizations, management of e-learning, knowledge management for workplace learning and development and implementation of e-learning systems.

As a graduate of this training manager certification program, you can be ready to apply your newly acquired skills and knowledge to your professional career.

Certificate Learning Outcomes

- Demonstrate knowledge and skills of the International Board Standards for Training, Performance and Instruction (ibstpi®): Instructional Design Competencies.

Program Curriculum: Certificate in Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi®

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501</th>
<th>Successful Online Learning for Master’s Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Certificate Electives (9 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU542</td>
<td>Strategic Planning for Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU685</td>
<td>Instructional Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU621</td>
<td>Managing e-Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU623</td>
<td>Knowledge Management and Workplace Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU654</td>
<td>Developing and Implementing e-Learning Systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9 credits
Teacher of English to Speakers of Other Languages (TESOL) Comprehensive Certificate

This Graduate Certificate in Education will provide an Institutional Recommendation for an Endorsement in Culturally and Linguistically Diverse (CLD) Education K-12 for the state of Colorado. As this may meet the qualifications necessary for the state that you are certified in as well as meet requirements for teaching internationally, it is encouraged that you review those regulations- State Disclosure. Teachers who complete this Graduate Endorsement Certificate will have a strong foundation for working with children, other educators and parents in providing quality teaching of English to speakers of other languages. This Endorsement Certificate is 24 credits requiring 8 courses with an Institutional Recommendation from Jones International University following the successful completion of the certificate program.

By completing this online TESOL Comprehensive Certificate, you will be 80% of the way towards completing your Master of Education with Jones International University!

The TESOL Comprehensive Certificate aligns with the Association for Teachers of English to Speakers of Other Languages (TESOL), Colorado Department of Education’s (CDE) Culturally Linguistically Diverse (CLD) standards and Colorado Commission on Higher Education professional standards (CCHE). The CDE and CCHE recognize the high quality and rigor of Jones International University’s Master of Education teacher preparation degrees and endorsement certificates and have designated Jones International University as a state-approved program of teacher and principal/administrator preparation.

Certificate Learning Outcomes

- Demonstrate linguistic knowledge essential to teaching of reading and English language skills.
- Demonstrate knowledge, skills and professional dispositions of curriculum integration in the four domains of literacy, listening, reading, writing and speaking across content and grade levels.
- Identify, analyze and apply effective assessment techniques that enable teachers to plan for student differentiation in language acquisition.
- Deliver research and discussion on the importance of bilingual education which includes, culture, situational knowledge and parental involvement.
- Provide leadership skills for teachers to become advocates for Culture and Diversity.
Program Curriculum: Teacher of English to Speakers of Other Languages (TESOL) Comprehensive Certificate

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>1 Course - No Cost, No Credit</th>
<th>JIU501 Successful Online Learning for Master’s Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Certificate Courses (24 credits)</td>
<td>24 credits</td>
<td></td>
</tr>
<tr>
<td>EDU527</td>
<td>Literacy I</td>
<td></td>
</tr>
<tr>
<td>EDU528</td>
<td>Literacy II</td>
<td></td>
</tr>
<tr>
<td>EDU532</td>
<td>Introduction to Culturally and Linguistically Diverse Education Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>EDU533</td>
<td>Pedagogic Principles in Culturally and Linguistically Diverse Education Second Language Learning</td>
<td></td>
</tr>
<tr>
<td>EDU534</td>
<td>Teaching Culturally and Linguistically Diverse Education Language Skills</td>
<td></td>
</tr>
<tr>
<td>EDU535</td>
<td>Culturally and Linguistically Diverse Education for Bilingual Education</td>
<td></td>
</tr>
<tr>
<td>EDU536</td>
<td>Assessment for Learners of English Culturally and Linguistically Diverse Education</td>
<td></td>
</tr>
<tr>
<td>EDU537</td>
<td>Multicultural Communication for Culturally and Linguistically Diverse Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 24 credits

It is recommended that you review the TESOL Standards and NCATE Domains for the courses offered in the Graduate Certificate Programs to determine the appropriate courses that meet your specific state or international requirements.
Teacher of English to Speakers of Other Languages (TESOL) General Certificate

This Graduate Certificate in Education provides a certificate that enables you to gain a strong foundation for working with children, other educators and parents in providing quality teaching of English to speakers of other languages. The TESOL General Certificate is 12 credits requiring 4 courses that are specifically aligned to the Association for Teachers of English to Speakers of Other Languages (TESOL), Colorado Department of Education’s (CDE) Culturally Linguistically Diverse (CLD) standards and Colorado Commission on Higher Education professional standards (CCHE). As this may meet the qualifications necessary for the state that you are certified in as well as meet requirements for teaching internationally, it is encouraged that you review those regulations- State Disclosure. The CDE and CCHE recognize the high quality and rigor of Jones International University’s Master of Education teacher preparation degrees and certificates and have designated JIU as a state-approved program of teacher and principal/administrator preparation.

By completing this online TESOL General Certificate, licensed educators will be 40% of the way towards completing a Master of Education with Jones International University!

Certificate Learning Outcomes

- Demonstrate linguistic knowledge essential to teaching of reading and English language skills.
- Demonstrate knowledge, skills and professional dispositions of curriculum integration in the four domains of literacy, listening, reading, writing and speaking across content and grade levels.
- Identify, analyze and apply effective assessment techniques that enable teachers to plan for student differentiation in language acquisition.
- Deliver research and discussion on the importance of bilingual education which includes, culture, situational knowledge and parental involvement.
- Provide leadership skills for teachers to become advocates for Culture and Diversity.

Program Curriculum: Teacher of English to Speakers of Other Languages (TESOL) General Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU527</td>
<td>Literacy I</td>
</tr>
<tr>
<td>EDU528</td>
<td>Literacy II</td>
</tr>
<tr>
<td>EDU532</td>
<td>Introduction to Culturally and Linguistically Diverse Education Second Language Acquisition</td>
</tr>
<tr>
<td>EDU533</td>
<td>Pedagogic Principles in Culturally and Linguistically Diverse Education Second Language Learning</td>
</tr>
<tr>
<td>EDU534</td>
<td>Teaching Culturally and Linguistically Diverse Education Language Skills</td>
</tr>
<tr>
<td>EDU535</td>
<td>Culturally and Linguistically Diverse Education for Bilingual Education</td>
</tr>
<tr>
<td>EDU536</td>
<td>Assessment for Learners of English Culturally and Linguistically Diverse Education</td>
</tr>
<tr>
<td>EDU537</td>
<td>Multicultural Communication for Culturally and Linguistically Diverse Education</td>
</tr>
</tbody>
</table>

ORIENTATION 1 Course - No Cost, No Credit

JIU501 Successful Online Learning for Master’s Students

4 Certificate Elective Courses (12 credits)

Total Credits 12 credits

It is recommended that you review the TESOL Standards and NCATE Domains for the courses offered in the Graduate Certificate Programs to determine the appropriate courses that meet your specific state or international requirements.
Courses

**EDU500 Educational Theory Into Practice**
This course is designed to introduce learning and behavioral theories. Teaching candidates will explore relevant learning theories, respective theorists behind each theory, supporting instructional methods and how they are applied in educational practice. The course project requires students to develop a multi-media presentation to demonstrate how learning and behavior theories are integrated into the classroom.  
*This course does not include a required field-based activity.*

**EDU518 Instructional Methods for Secondary Mathematics (50 Field Base Hours)**
This course will provide candidates the opportunity to explore research-based strategies for teaching secondary mathematics (middle school and high school, grades six through twelve) in alignment with the Common Core State Standards and the Colorado Academic standards and findings from the National Mathematics Advisory Panel. Best practices in assessing student learning also will be explored. By using standards as a key resource, there is a strong focus on the essential topics of secondary mathematics, including numbers and operations, algebra, geometry, measurement and data analysis. This course combines secondary mathematics content with mathematics methods in a coordinated way through the completion of a Teacher Work Sample. In the course project, Mathematics Teacher Work Sample: Supporting Student Learning, candidates will develop and implement a Teacher Work Sample. Candidates choose an important math skill or concept, implement a valid and reliable pre-test, analyze the results, design and implement a mathematics lesson, evaluate student learning, implement a post test, analyze the results and reflect on the experience with his/her mentor, thereby being individually accountable for improving his/her instructional skills.  
*This course includes a field-based experience, that is, required activities that take place in a secondary classroom. There will be 50 hours of field based experience required. Candidates also are required to work with a mentor in this course (e.g., a licensed K-6 teacher, school principal, other licensed K-12 educator, etc.) and complete activities with secondary students onsite in a school-based classroom. For more information about mentored courses, please contact your Student Solutions Advisor.*

**Prerequisites:** EDU525 or EDU595 must be successfully completed before registering.

**EDU519 Instructional Methods for Elementary Mathematics (50 Field Base Hours)**
This course will provide candidates the opportunity to explore research-based strategies for teaching elementary mathematics (grades kindergarten through six) in alignment with national and state content standards, findings from the National Mathematics Advisory Panel, and standards established by the Association for Childhood Education International (ACEI). Best practices in assessing K-6 student learning will also be explored. By using the national, state and ACEI standards as a key resource, there is a strong focus on the essential topics of elementary mathematics, including numbers and operations, algebra, geometry, measurement and data analysis. This course combines elementary mathematics content with elementary mathematics methods in a coordinated way through the completion of a Teacher Work Sample. In the course project, Mathematics Teacher Work Sample: Supporting Student Learning, candidates will develop and implement a Teacher Work Sample. Candidates choose an important math skill or concept, implement a valid and reliable pre-test, analyze the results, design and implement a mathematics lesson, evaluate K-6 student learning, implement a post test, analyze the results, and reflect on the experience with his/her mentor, thereby being individually accountable for improving his/her instructional skills.  
*This course includes a field-based experience, that is, required activities that take place in a K-6 classroom. There will be 50 hours of field based experience required. Candidates must secure a mentor (e.g., a licensed K-6 teacher, school principal, other licensed K-12 educator, etc.) and complete activities with K-6 students onsite in a school-based classroom.*

**Prerequisites:** EDU525 or EDU595 must be successfully completed before registering.

**EDU521 K-12 Students Using Technology**
This course addresses essential skills and knowledge of tools needed to leverage technology in a K-12 education system. Candidates will explore a range of technologies across various platforms for enhancing efficiency, scaffolding learning, and designing activity-based instruction for K-12 students that encourages meaningful learning and critical thinking. Emphasis will be on state-of-the-art technology applications in education, with the goal of drawing a blueprint for the K-12 system, taking into account the choice of technology, cognitive need mapping, instructional content, communication, and collaboration. In the final course project, you will document technology applications in teaching K-12 students to use technology effectively and to develop creative solutions to real-world problems. The course is designed to demonstrate knowledge, skills and professional dispositions of the National Council for Accreditation or Teacher Education (NCATE); and the International Society for Technology in Education (ISTE). The aim of this course is for the teachers to have wide exposure to technology and tools throughout the course. Emphasis will be on practical use and applications.  
*This course does not include a required field-based activity.*
EDU522: Research Methods: Improving Learning Organizations
This course teaches students how to apply fundamental research skills in developing and delivering adult education programs, with an emphasis on short term, applied research applications as opposed to theoretical research. In adult education, the educator is often called upon to justify the development or continuation of an educational program based on research into the usefulness of that program to achieve desired results. This course provides a means to that end. The course project, Applied Research Report: Designing, Implementing, and Publishing Research in a Learning Organization, prepares adult educators to evaluate the results of a program in order to justify curricula and/or instructional practices. The student works within an organization to develop and evaluate an applied research project.

EDU525 Supervision of Student Conduct
This course provides a practical, hands-on experience in developing a student conduct program for a K-12 environment. It provides a set of established principles and practices of K-12 student conduct supervision processes and tools. The body of knowledge regarding student conduct rests on the following themes that serve as a basis for this course:
- Understanding pertinent state, local, and school policies that influence the establishment and maintenance of proper student conduct
- Developing and continuing a positive school climate to assist with proper student conduct, and addressing the special needs of students
- Establishing ways to deal with violations of student conduct and making referrals to community sources as required
- Communicating the parameters of proper student conduct to educational professionals, students, their families, and community resources
The course project, Student Conduct Handbook: Developing Student Conduct Policies and Procedures, is a student/faculty/parent handbook on student conduct. Candidates create the handbook by identifying the state, district, and school policies and practices that relate to student conduct, and the methods for implementing these standards.
This course includes field-based activities that take place in a K-12 school/district setting.
Prerequisites:
For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU553 and EDU542 must be completed successfully before registering for EDU525.

EDU527 Literacy I (25 Field Base Hours)
This course presents scientifically based teaching methods, models, strategies, and approaches for teaching oral and written language skills. The course content provides a foundation for and discusses strategies for best practices in:
- Teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics
- Teaching writing and reading to emerging language learners
- The application of personal and cognitive developmental theories
The course project, Work Sample Portfolio Part I: Designing and Implementing Literacy Lessons, allows candidates to implement curriculum they design, integrating pre-assessment information and post-implementation reflection. Candidates prepare lesson plans for teaching phonemic awareness, phonics, spelling, and vocabulary, and then choose one lesson plan to implement with K-12 students.
This course includes field-based activities that take place in a K-12 school/district setting.

EDU528 Literacy II (25 Field Base Hours)
This course continues to examine scientifically based teaching methods, models, strategies, and approaches for teaching oral and written language skills appropriate for K-12 learners. The course content provides a foundation for and discusses strategies for best practices in:
- Teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics for promoting literacy in K-12 classrooms content area instruction
- Teaching writing and reading to emerging language learners within the context of reading and writing in the content areas
- Formal and informal assessment strategies and techniques in reading and writing.
The course builds on the content presented in EDU527, Literacy I. Content includes a focus on promoting literacy development in content area instruction. The primary goal of this course is to build a cohesive bridge between educational theory and teaching strategies that can be applied in a variety of classroom settings. The objective is to assist the educator in moving from theory to practice, and to enhance present knowledge in reference to this process. The course project, Work Sample Portfolio Part II: Designing and Implementing Literacy Lessons, Assessments and Materials Within Content Areas, allows candidates to implement curriculum they design, integrating pre-assessment information and post-implementation reflection within content areas as well as

Jones International University® Proprietary and Confidential May 5, 2015
in an individual literacy plan. Candidates prepare literacy lessons using formal and informal assessment, and then implement the lesson with K-12 students.

This course includes field-based activities that take place in a K - 12 school/district setting.

Prerequisites:
EDU 527 must be successfully completed before registering for EDU 528. Student Solutions Advisor permission required for registration.

EDU530 Technology in Education: Social and Legal Issues
This course enables candidates with diverse backgrounds, characteristics, and abilities to prepare their own students to become cyber-savvy—safe and productive citizens in the cyberspace community. Candidates gain an understanding of issues regarding privacy, security and the wise use of Internet resources by:

- Examining equitable and ethical applications of technology in learning environments
- Reflecting on the issues involved in the pervasive use of the Internet by children via computers and all types of hand-held devices, including cell phones, both at school and at home
- Discuss the responsibility of the school and teachers in teaching and policing students' use of the Internet
- Developing a curriculum for the grade level of their choice on the safe and responsible use of the Internet

In the course project, Unit Plan: Safe and Responsible Use of the Internet, candidates create a unit of lesson plans at the grade level of their choice that addresses ten components of safe and responsible use of the Internet. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education (ISTE) Technology Facilitation Standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU532 Introduction to Culturally and Linguistically Diverse Education Second Language Acquisition
This course examines theories of second language education in K-12 classroom settings. By exploring sociolinguistic perspectives, pragmatic views, and historical perspectives of language acquisition, the course elucidates specific principles of first language acquisition theories in order to understand the relationship between first language and second language literacy.

The course project, Comprehensive Plan for Second Language Acquisition (CLD/SLA) in the Classroom: Applying Theory to Practice in for Second Language Learners, promotes the application of CLD/SLA theory to:

- Understand the cognitive processes involved in language learning.
- Identify specific student needs.
- Utilize a blend of theory and research-based practices to promote student success.

Candidates participate in real-world classroom applications of theory through classroom observations and interactions with second language learners.

This course includes 10 hours of field-based activities that take place in a K-12 school/district community setting.

EDU533 Pedagogic Principles in Culturally and Linguistically Diverse Education Second Language Learning
This course provides a basic overview of instructional approaches and methods, both historical and current, used in facilitating second-language acquisition. Predominant topics of instruction in this course are:

- Historical backgrounds of various pedagogic principles for linguistically and culturally diverse language learners
- Current trends in language education
- The necessities of identifying a student’s age, language proficiency level, context, and other factors in order to create the most effective instructional strategy for a given circumstance

The course project, Identifying Best Practices for Culturally and Linguistically Diverse (CLD) Instruction, presents a compilation of assignments for each module of study. Each assignment requires candidates to analyze theoretical presentations, classroom practice, and student performance so as to judge the merit of the pedagogic method being utilized.

This course does not include a required field-based activity.

EDU534 Teaching Culturally and Linguistically Diverse Education Language Skills
This course explores best practices for encouraging and teaching K-12 Linguistically Diverse Education (LDE) students’ language development in receptive and productive language, as well as their integration of language skills with content area learning. Course content introduces the SIOP model for observation, lesson planning, and assessment tools. The course project, English Language Skills Toolbox: Creating Resources for Educators prepares candidates to select teaching/learning activities, models, methods, and/or techniques, as well as assessment tools, suitable for K-12 CLD students. Developing and using these tools and activities allows candidates to demonstrate how teacher decisions apply the principles of second language acquisition (SLA).

This course includes 10 hours of field-based activities that take place in a K-12 school/district community setting.
EDU535 Culturally and Linguistically Diverse Education for Bilingual Education
This course provides candidates with an understanding of the pressing issues in educating bilingual learners. Students will investigate myriad issues, including:
- Differences and similarities in language and reading development for bilingual and monolingual learners
- The intersection and distinction between second-language learning and special needs
The course project, Meeting the Needs of Bilingual Learners: A Field Guide for Teachers, will prepare the candidates to provide high quality education for the bilingual learners by conducting interviews and classroom observations in order to develop the course project.
*This course does not include a required field-based activity.*

EDU536 Assessment for Learners of English Culturally and Linguistically Diverse Education
This course presents tools for assessing Culturally and Linguistically Diverse (CLD) learners. Although some assessments are better than others and any assessment is only as informative as the person interpreting the results, a solid understanding of the following topics provides a background for assessing CLD students:
- Laws and federal mandates that have shaped assessment for CLD learners
- Assessments and assessment items in terms of linguistic and cultural appropriateness
- Measures of academic English proficiency level and the alignment of instruction with English Language Development standards
- Evidence used for determining goals, accommodations, progress, and recommendations for instructing CLD students, including those who are learning disabled or gifted
The course project, Assessment for CLD Learners, requires candidates to create a training program for teachers or administrators from the candidate’s own district on the topic of CLD assessment in its various forms. Analyzing assessments in terms of linguistic and cultural appropriateness, candidates develop a language acquisition plan for a CLD student as well as methods for identifying giftedness and learning disabilities.
*This course includes 10 hours of field-based activities that take place in a K-12 school/district community setting.*

EDU537 Multicultural Communication for Culturally and Linguistically Diverse Education
This course provides an understanding of the pressing issues in educating K-12 learners from both non-dominant and dominant cultures (e.g., multicultural education) including:
- The influence and historical movements in multicultural education in the U.S.
- How the breadth of topics in multicultural education affect K-12 teachers and learners
- The best practices in the education of K-12 students
The course project, Multicultural Education Tutorial: Promoting and Implementing Multicultural Education in the School Community, focuses candidates on conducting interviews and using research to develop a practice for multicultural education in a school or community context.
*This course does not include a required field-based activity.*

EDU538 K-12 Teaching: Legal and Societal Contexts
Engaging candidates in research, analysis, and application of important legal concepts to job-related roles and responsibilities, this course prepares candidates for entry into the teaching profession. In addition to legal and ethical responsibilities of teachers, the course covers:
- Applicable federal, state and local district laws
- Rules, regulations, policies, and requirements including Constitutional provisions
- Reporting child abuse and neglect
The course project, Teacher’s Legal Manual: Understanding and Applying Legal Concepts to the Teaching Practice, focuses candidates on various legal issues that apply to the teaching profession. Reviewing and reflecting upon legally challenging circumstances, candidates create a manual of “Do’s” and “Don’ts” for application in their own classrooms.
*This course does not include a required field-based activity.*

EDU539 K-12 Technology Systems Operations & Management
This course promotes inquiry learning of technology operations, and concepts that will foster a technology facilitator who continues to seek out new technology hardware and software that can promote K-12 student learning and foster teacher productivity. Course content focuses on the following topics that help a technology facilitator in an educational setting:
- Assisting in the planning, designing, and delivery of high quality professional experiences to support technology integration.
• Investigating new technologies and communicating research about these technologies that support district, state, and regional standards.
• Understanding and helping to implement ethical, social, and legal issues relating to the use of technology in K-12 schools.
• Contributing to the shared vision and integration of technology.

In the course project, Technology Coordinator Project Proposal: Applying Knowledge in Practice, candidates demonstrate achievement of the content knowledge required of a technology coordinator through the development of a formal project proposal and presentation. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education Technology Facilitation Standards. 

This course does not include a required field-based activity.

EDU540 Business Operations and School Site Safety

This course introduces candidates to K-12 school resource management principles and practices. The course focuses on laws, policies and procedures that guide the establishment of school resource management programs at the macro level, and it focuses on practices that guide the implementation of school resource management practices at the micro level. Included in the course are the principles and practices for developing and maintaining a safe and healthy learning environment that supports staff professional development and student achievement gains.

In the course project, Resource Management Guide: Administering Business Operations in a School Setting, students will describe the application of principles and practices of K-12 school business operation and resource management in a real school setting. As part of the project, candidates will also create a health, safety and security plan for a school, and conduct the audit on either health, safety or security. The culminating project for the course is to write and publish the manual.

This course includes field-based activities that take place in a K-12 school/district setting.

Prerequisites:
EDU553 and EDU542 must be successfully completed before registering for EDU540.

EDU542 Strategic Planning for Educators

This course establishes the requisite knowledge and skills needed to assist an educational organization in planning more effectively for a constantly changing internal and external environment. The course covers basic components of strategic planning processes that can be adapted to specific educational environments.

In the course project, students develop a strategic plan that incorporates/facilitates the development of a vision and mission, and a positive school or organizational culture. For students in the MED in Adult Education programs, the course project is called Strategic Plan: Improving Organizations and Culture. For students in the MEd in Education Leadership and Administration (K-12) programs, the course project is called Strategic Plan: Improving School Programs and Culture; it is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards. In addition, students in the K-12 programs will be assessed on their ability to develop a strategic plan that incorporates/facilitates evidence-based practices when implementing effective instructional programs and: (1) respond to the diverse needs of families and communities, and (2) mobilize community resources.

This course does not include a required field-based activity.

Prerequisites:
For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU600 must be completed successfully before registering for EDU542.

EDU545 Successful Leadership in K-12 Organizations

This course introduces the principles and practices of leadership as they apply to 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. Topics discussed include:

• Visioning to create organizational reform
• Managing the school culture and human resources to facilitate change
• Motivating groups to take ownership in a changing organization
• Governance of school environments and its impact on change

In the course project, School Improvement Proposal: Addressing Issues with Change Initiatives, each candidate develops a school improvement proposal that includes (1) the development of a school vision that centers around student achievement, (2) the use of research-based strategies to evaluate the vision and change initiative, (3) action items that directly support the change initiative and that reflect the needs of the staff, community, and relevant stakeholders, and (4) strategic use of resources. The project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:
Admission or application for admission to the degree program is required to enroll in this course. For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU562 and EDU560 must be completed successfully before registering for EDU545.

EDU548 School and Community Partnerships (40 Field Base Hours)
This course prepares school administrators to evaluate the needs of a school and the community it serves and to develop a plan for engaging the larger learning community (families, business partners, non-profit organizations, universities, and health and human services) in order to reach student achievement goals. By investigating the relationship of schools with families and the larger community, the course explores:

- How and when to adapt instructional programs to meet communities’ needs
- Using resources from communities to support instructional goals
- Planning programs that build school and community relationships

The course will be structured around the framework of the six standards for parent and community involvement established by the National PTA:
1. Communicating
2. Parenting
3. Student Learning
4. Volunteering
5. School Decision Making
6. Advocacy and Collaborating with the Community

This course includes a 40 hour internship that takes place in a K-12 school or district setting.

Prerequisites:
(1) EDU556 and EDU545 must be successfully completed before registering for EDU548.
(2) Possess 2.5 Cumulative GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.
(3) Secure Internship Placement: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). Note: (1) The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.
(4) Secure Qualified Mentor Principal / Administrator and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor’s state license, and a copy of mentor’s resume to Student Services. Note: Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.
(5) Submit District Agreement Form: Submit a completed District Agreement Form to Student Services. Note: Candidates are not required to submit a District Agreement Form for EDU548 if the clinical practice placement information has not changed.
(6) Submit Completed EDU548 Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.

EDU550 Evaluating Education Technology
This course explores the processes involved in determining specific needs in an educational environment that can be used to assist in the evaluation and selection of educational technology as the rationale for decisions, planning, and designing a strategic technology plan. The course examines available technology as related to curriculum, standards, and assessment in a variety of educational settings.

In the course project, Technology Integration Strategic Plan: Creating a Shared Vision, students create a shared vision for the integration of technology through the development of a technology integration strategic plan that includes a needs assessment, timeline, and budget.

This course does not include a required field-based activity.

EDU553 K-12 Education Law and Policy
This course examines legal and compliance issues affecting educational environments, with discussions of the following areas:
- Church-state matters
- Teacher liability and pupil control issues
- Human resource items of contracts, tenure, retirement, and dismissal
- Compliance concerns regarding standardized testing, language minority students, and special education students
Both faculty and student rights legislation are examined, as well as federal and state standards-based education reform legislation. The course also looks at how schools assess the implications of the No Child Left Behind Act in terms of reform, school ratings, parental choice, and school system administration.

In the course project, Compliance Presentation: Guiding Policy and Practice, each candidate develops a compliance presentation that (1) summarizes relevant federal, state, and local laws and policies that directly impact school personnel, (2) provides guidance to personnel related to compliant practice, and (3) explains how laws and policies promote educational equity, and safe, effective, and efficient school environments. The project is a key assessment designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards.

This course does not include a required field-based activity.

Prerequisites:
Admission or application for admission to the degree program is required to enroll in this course. For those students enrolling May 2011 or later in the MEd in Education Leadership and Administration: Principal and Administrator Licensure program specialization, EDU600 must be completed successfully before registering for EDU553.

EDU556 Instructional Leadership and Teacher Effectiveness (40 Field Base Hours)

This course will prepare principal/administrator candidates to increase teacher effectiveness, and subsequently student achievement, through systematic supervision and evaluation of instruction. Candidates will learn research-based methods for: selecting curriculum, instructional materials and assessments; using student data to plan and schedule instruction; and evaluating teacher effectiveness, growth and development.

The course project, Instructional Leadership Plan: Developing a Plan for Supervision enables candidates to: learn a description of the role and importance of instructional leadership to student achievement; create a graphic organizer including references for selecting standards-aligned curriculum, instructional materials and assessments within a multi-tiered system of support; design an annual schedule of instruction for teachers and students; choose an observation and feedback system and schedule; and analyze teacher effectiveness standards and evaluation systems.

The course contains two key assessments designed to demonstrate mastery of the Educational Leadership Constituent Council professional standards:
- The first key assessment is an observation of a teacher in a K-12 school setting demonstrating achievement of ELCC standards and JIU program learning objectives.
- The second key assessment is a mentor evaluation confirming 40 hours in a K-12 school setting.

This course includes an internship experience. Candidates must complete 40 hours onsite in an approved K-12 school-based clinical practice placement. The internship activities consisting of 10 hours per week for four weeks are included in modules three through six.

Prerequisites:
1. EDU562 and EDU560 must be successfully completed before registering for EDU556.
2. Possess 2.5 Cumulative GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.
3. Secure Internship Placement: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). Note: The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.
4. Secure Qualified Mentor Principal / Administrator and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor’s state license, and a copy of mentor’s resume to Student Services. Note: Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.
5. Submit District Agreement Form: Submit a completed District Agreement Form to Student Services.
6. Submit Clinical Practice Attestation Form: Submit a signed Clinical Practice Attestation form to the Registrar’s Office.
7. Submit Completed EDU556 Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.

EDU560 K-12 Education Technology and Information Systems

This course will prepare principal/administrator candidates to evaluate K-12 education technology and effectively utilize information systems. Candidates will investigate appropriate and suggested uses of technology and information systems to:
- Address student learning needs and reinforce instructional objectives
- Individualize and enrich curriculum and instruction
- Manage and communicate data and information
- Track student academic progress
- Monitor and improve instructional practices
- Inform professional evaluation and growth plans
- Address decisions informed by data

The course project, A School Board Presentation: Information Technology Integration Plan will enable candidates to demonstrate the knowledge, skills and abilities necessary to develop and implement a strategic technology plan including demonstrating technological literacy, evaluating and selecting educational technology, and monitoring and evaluate the use of technology in learning and instruction for improvement and sustainability.

This course does not include a required field-based or clinical practice experience.

Prerequisites:
EDU540 and EDU525 must be successfully completed before registering for EDU560.

EDU562 Educator Evaluation & K-12 Instructional Systems
In this course, candidates will investigate how to implement a fair and equitable educator evaluation system that will result in professional growth of educators, a positive professional community, instructional improvements and student achievement gains. Candidates will examine the legal and political context for educator evaluation in their state and school district, and the standards for educator effectiveness, licensure, preparation, and professional development. In addition, candidates will examine ways to improve K-12 instructional systems through the implementation of a multi-tiered system of support including research-based core curriculum, targeted interventions, frequent assessments of student progress, and structured collaboration of teachers to analyze and use data. In the course project, Educator Evaluation Guidebook: A Management System, candidates will develop a system to manage the educator evaluation process including scheduling evaluation, collecting and recording observation and evaluation data, and monitoring changes in educator practices and student achievement results. Candidates will analyze and document procedures for personnel actions including hiring, placement and dismissal focused on increasing teacher effectiveness and reaching student achievement goals.

This course does not include a required field-based or clinical practice experience.

Prerequisites:
EDU540 and EDU525 must be successfully completed before registering for EDU562.

EDU573: Elementary Classroom and Instructional Management
The issue of classroom management has been a long-standing concern of educators and the public. Today, the 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 are more than disciplinarians. They are effective managers of instruction, the classroom/school environment, and student behavior.

Candidates will develop and communicate a personal philosophy for creating a classroom or building environment that works, identifying student motivation approaches, teaching a lesson for establishing rules or procedures, listing strategies for dealing with students who have challenging behaviors and diverse needs, and creating tools for communicating with families and the community. There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU574: Exceptional Needs in Inclusive Classrooms (Elementary)
This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges by:

- Developing an orientation toward effective instruction in inclusive settings through a study of the history of current special education laws as well as attitudinal issues regarding inclusive education
- Observing, assessing, planning, and evaluating students with instructional, behavioral, and cultural challenges
- Working collaboratively within a team of educational professionals, family members, and the exceptional student for decision making and problem solving

In the course project, Instructional Action Plan: Supporting Students with Exceptional Needs, each candidate provides evidence of his or her ability to (1) utilize human development theory when planning lessons and delivering instruction to students with exceptional needs, (2) seek assistance and guidance from school-based teams to address students’ learning needs, and (3) implement research-based instructional strategies to develop cognitive processes related to critical thinking and problem solving.
The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment programs, and it is designed to demonstrate mastery of the Association for Childhood Education International (ACEI) professional standards. There will be 50 hours of field-based activities that must be done at a field-based elementary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

**EDU575: Elementary Assessment Strategies to Improve Learning**

This course introduces the essential concepts and practices of educational assessment from the perspective of an elementary classroom teacher. Candidates will explore the continuum of assessment options including selected-response, constructed-response, and performance assessments as they apply to published assessments, teacher-made classroom-based assessment, current high-stakes assessments, and next generation assessments.

In the course project, Assessment Handbook, students demonstrate mastery of skills and concepts in the context of a handbook that can be used as a reference throughout their teaching careers. Concepts and skills include:

- Reliability, validity, fairness (absence of bias)
- Error of measurement
- Ethical test preparation
- Assessment accommodations
- Item analysis
- Assessment-based grading
- Selected- and constructed-response items
- Performance tasks
- Holistic, analytic, and skill-based rubrics
- Formative assessment strategies

In Forum discussions, students actively engage in discussions concerning current topics in educational assessment including:

- Sample assessment items
- Assessment scoring systems
- Grading systems
- Technology systems

**EDU576: Instructional Methods for Secondary Science**

This course will provide candidates the opportunity to explore and analyze research-based strategies for teaching secondary science (middle school and high school, grades six through twelve) in alignment with the Colorado Academic Standards, the Common Core State Standards, 21st Century Skills and Readiness Competencies in Science, and the National Science Education Standards. With the nature of science and inquiry as a framework, candidates will also examine and investigate best practices in differentiation, brain-based learning, literacy, and assessment to facilitate science thinking and learning. Additionally, candidates will identify techniques and resources for their continued professional and personal development as a science educator.

In the course project, Supporting Science Thinking and Learning, candidates will design, implement and reflect on a segment of original science instruction.

There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

**Prerequisites:** EDU525 or EDU595 must be successfully completed before registering.

**EDU577: Instructional Methods for Secondary Social Studies**

This course will introduce candidates to the disciplinary thinking skills embedded in high quality social studies content. Candidates will apply these concepts to develop a teacher work sample that demonstrates the ability to plan engaging and effective instructional units, assess learning, analyze results and reflect on successes and failures. Candidates will study the implementation of literacy strategies and technology to enhance the engagement of all students.

Based on learning theory and other information presented in this course, candidates develop assessments, standards-based instructional plans, and a standards-based lesson plan. Candidates will pre-assess students, implement a lesson plan with secondary
EDU578: Instructional Methods for Secondary English Language Arts
This course is designed to introduce secondary teaching candidates to the curriculum, instruction, and assessment related to secondary English Language Arts. The course is designed to align with both the Colorado Department of Education (CDE) and the Council for the Accreditation of Educator Preparation (CAEP)/National Council of Teachers of English (NCTE) standards. The course project, Supporting English Language Arts Thinking and Learning, will serve as a vehicle to demonstrate understandings from the course. This includes planning with the Understanding by Design (UbD) framework and utilizing demographic/contextual information about the students, school, and district in the planning process. Essential questions will guide the unit development. The unit will also be aligned with the Common Core State Standards and will integrate research-based knowledge and pedagogical strategies. All content areas in the English Language Arts—literature, reading, writing, language/grammar, speaking/listening, and technology—will be included. Candidates will create three detailed lesson plans for the unit and will also compose a writing assignment and its accompanying rubric. An assessment plan will detail pre- and post-tests in the unit and explain the formative and summative assessments given throughout the unit. There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites: EDU525 or EDU595 must be successfully completed before registering.

EDU579: Instructional Methods for Secondary World Languages
This course is designed to introduce secondary teaching candidates to the curriculum, instruction, and assessment related to secondary world languages. It will enable candidates to better meet the challenge of educating secondary modern language learners in the classroom. The course is designed to align with both Colorado Department of Education (CDE) and American Council on the Teaching of Foreign Languages (ACTFL) standards. The course will emphasize differentiating instruction for secondary world language learners by researching, discussing, and analyzing strategies and materials, the learner’s profile, and cultural sensitivity. Throughout the course, candidates will discern, develop, and engage in secondary modern language course framing and problem solving, document analyses, group discussions, simulations, writing scenarios, video analyses, and reflections. In the course project, Secondary World Language Teacher Work Sample, candidates will create a digital portfolio of examples/models of instructional strategies in their chosen disciplines, and develop related assessment. Candidates will also develop and implement a lesson in their discipline with reflections on success to be shared by all participants. There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

Special Requirement: Successful Completion of Oral Proficiency Test
Prerequisites: EDU525 or EDU595 must be successfully completed before registering.

EDU593: Secondary Classroom and Instructional Management
This course is focused on creating a classroom environment where students feel engaged, related, and safe. The course will assist candidates in utilizing prevention strategies to maintain student behavior, facilitate research-based instruction to help prevent behavior issues, and communicate effectively with families. Finally, the course will focus on the use of intervention strategies to deal with challenging behavior like fear, sadness, and anger. The course project, Classroom Management Plan: Establishing and Maintaining Positive Secondary Learning Environments, will serve as a guide in establishing a plan for the candidate’s own classroom. Candidates will develop and communicate a personal philosophy for creating a positive classroom environment, identify student motivation approaches, establish rules and procedures, create a plan for communicating with families and the community, and list strategies for dealing with students with challenging behaviors and
diverse needs. It will include an accumulation of lesson plans, video recorded candidate/student or candidate/family interactions, and a final reflection about what candidates learned and still need to learn about managing their classroom environments. There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU594: Exceptional Needs in Inclusive Classrooms (Secondary)

This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges by:

- Developing an orientation toward effective instruction in inclusive settings through a study of the history of current special education laws as well as attitudinal issues regarding inclusive education
- Observing, assessing, planning, and evaluating students with instructional, behavioral, and cultural challenges
- Working collaboratively within a team of educational professionals, family members, and the exceptional student for decision making and problem solving

In the course project, Instructional Action Plan: Supporting Students with Exceptional Needs, each candidate provides evidence of his or her ability to (1) utilize human development theory when planning lessons and delivering instruction to students with exceptional needs, (2) seek assistance and guidance from school-based teams to address students’ learning needs, and (3) implement research-based instructional strategies to develop cognitive processes related to critical thinking and problem solving. The project is a key assessment for candidates in the MEd in Secondary Curriculum, Instruction and Assessment programs.

There will be 50 hours of field-based activities that must be done at a field-based secondary school. This will provide candidates opportunities to complete assignments that require application of information and knowledge in authentic setting. A description of the activities and reflections on the results will be chronicled in the Reflective Journal that is used in all courses that require field work.

This course includes field-based activities that take place in a K-12 school/district community setting.

EDU595: Secondary Assessment Strategies to Improve Learning

This course introduces the essential concepts and practices of educational assessment from the perspective of a secondary classroom teacher. Candidates will explore the continuum of assessment options including selected-response, constructed-response, and performance assessments as they apply to published assessments, teacher-made classroom-based assessment, current high-stakes assessments, and next generation assessments.

In the course project, Assessment Handbook, students demonstrate mastery of skills and concepts in the context of a handbook that can be used as a reference throughout their teaching careers. Concepts and skills include:

- Reliability, validity, fairness (absence of bias)
- Error of measurement
- Ethical test preparation
- Assessment accommodations
- Item analysis
- Assessment-based grading
- Selected- and constructed-response items
- Performance tasks
- Holistic, analytic, and skill-based rubrics
- Formative assessment strategies

In Forum discussions, students actively engage in discussions concerning current topics in educational assessment including:

- Sample assessment items
- Assessment scoring systems
- Grading systems
- Technology systems

EDU600 Teaching & Administering in Colorado & the States

This course discusses qualifications for state licensure in Colorado and other states, and includes in-depth discussions of the following pertinent topics:
• 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
• How Colorado's standards compare with those established in other states

The course project, Licensure Portfolio: Identifying and Understanding State Requirements for Licensure, provides a useful resource for candidates pursuing their goal of becoming a licensed professional. Candidates learn about Colorado's content and performance standards, and those of other states, as well as other important information and resources regarding licensure requirements. This course does not include a required field-based activity.

EDU605A Student Teaching: Classroom Practicum I (300 Field Base Hours)

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management and assessment to an educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments.

In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate’s ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement. Candidates in this program also complete two portfolio components:

• Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
• K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state standards.

This course includes field-based activities that take place in a K-12 school/district setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

JIU candidates are required to complete each of the items described below and to work directly with their Student Solutions Advisor to register for EDU 605A:

(1) Complete 200 Hours of Level-1 Field Experience: Complete 200 hours of Level-1 field experience working with K-12 students and have faxed a completed Level-1 Field Experience Documentation Form to the JIU Registrar’s office. (These hours may be defined as time in the field working on JIU professional synthesizing projects under the supervision of a mentor or as hours completed outside of JIU coursework. For example, supervised activities working with youth in a school or a community agency are acceptable. All Level-1 field experience must be completed while enrolled at JIU.)

(2) Complete EDU 600 & EDU 538*: Complete EDU 600 Teaching & Administering in Colorado & the States, and EDU 538: K-12 Teaching: Legal and Societal Contexts.

(3) Possess 2.5 Cumulative GPA: Possess a minimum cumulative grade point average of 2.5 in courses leading to the master's degree at JIU.

(4) Complete All Coursework: MEd candidates are required to complete all area of study prior to Level Two student teaching, capstone course or principal internship. This allows for an intensive, culminating experience where teacher candidates can practice skills on a full-time basis (37.5+ hours per week for 8 weeks) under the supervision of a qualified mentor.

(5) Submit Passing Score on the State Licensure Exam: Submit to the Registrar’s office a passing score on the requisite state licensure exam(s) required by your state. Exam results must be received by the JIU Registrar prior to registration in EDU 605A.

(6) Secure Student Teaching Placement: Secure a placement in an American school that (1) consists of a classroom setting at the grade level and in the subject area required for intended teaching license (e.g., elementary classroom, secondary mathematics classroom, etc.); (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.); and (3) permits me to record my presentation of formal lessons in the classroom.

(7) Secure Qualified Mentor Teacher and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States teaching license, (2) has three years or more of licensed experience in my endorsement area, and (3) currently works in the role of a teacher in my endorsement area. Submit a copy of the mentor’s state license, and a copy of the mentor’s resume to Student Services.

(8) Submit District Agreement Form: Submit a completed District Agreement Form to Student Services.

(9) Submit Clinical Practice Attestation Form and Classroom Recording Agreement Forms: Submit signed Clinical Practice Attestation and Classroom Recording Agreement forms to the Registrar’s Office.

(10) Submit Completed Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.
* Candidates in the following program specializations are not required to complete EDU 538: K-12 Teaching: Legal and Societal Contexts:
  MEd in K-12 Instructional Technology: Teacher Licensure

EDU605B Student Teaching: Classroom Practicum II (300 Field Base Hours)
In this course, candidates apply their expertise of curriculum design, instructional strategies, classroom management, and assessment to a K-12 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments. In the course project, Student Teaching Portfolio Project II: Implementing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate’s ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) integrate literacy into content area instruction, (4) utilize effective classroom management and student engagement strategies, (5) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (6) collaborate with school-based teams and parents to identify, address and promote student achievement. Candidates in this program also complete two other portfolio components:
  • Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
  • K-12 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and professional standards.
This course includes field-based activities that take place in a K-12 school/district setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:
(1) EDU 605A must be successfully completed before registering for EDU 605B.
(2) EDU 605B must be taken in consecutive sequence with EDU 605A.
(3) Student Solutions Advisor permission required for registration of EDU 605B.

EDU606 Capstone: The Professional K-12 Teacher
This capstone course focuses on using a teacher work sample (TWS) to positively impact the teaching of K-12 learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness. The course project, Teacher Work Sample: Impacting K-12 Student Learning, is designed to document your use of evidence-based practices to positively impact the teaching of K-12 learners. This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:
(1) Candidates must successfully complete all courses in their program before taking this Capstone course.
(2) Student Solutions Advisor permission required for this course.

EDU607 Capstone: The K-12 Instructional Technologist
This capstone course focuses on using a teacher work sample (TWS) to document using technology to positively impact the teaching of K-12 learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness. The course project, Teacher Work Sample: Impacting K-12 Student Learning, is a key assessment designed to demonstrate mastery of the International Society for Technology in Education (ISTE) Technology Facilitation Standards. Candidates design, implement, and reflect on a lesson plan that has a positive impact on K-12 student learning. This course includes field-based activities that take place in a K-12 school/district community setting.

Prerequisites:
(1) Candidates must successfully complete all courses in their program before taking this Capstone course.
(2) Student Solutions Advisor permission required for this course.

EDU608 Capstone: The Professional Culturally and Linguistically Diverse K-12 Educator
This capstone course focuses on using a teacher work sample (TWS) to document lesson and unit adaptations to positively impact the teaching of K-12 CLD learners. It integrates previous coursework, synthesis of theories, and application of skills and strategies to demonstrate mastery of educational effectiveness. The course project is, Teacher Work Sample: Impacting K-12 Student Learning. Candidates design, implement, and reflect on a lesson plan that has a positive impact on K-12 student learning. This course includes 20 hours of field-based activities that take place in a K-12 school/district community setting.

Prerequisites:
(1) Candidates must successfully complete EDU 536 as a prerequisite for this course.
(2) Student Solutions Advisor permission required for this course.
EDU611 Principal and Administrator Internship I (110 Field Base Hours)

This course is one of two culminating internship courses in the M.Ed. in Education Leadership and Administration: Principal and Administrator Licensure program specialization. The EDU 611 internship requires candidates to apply what they have learned about educational leadership related to external influences such as standards and policies as well as partnerships with families and community organizations to improve school culture and student achievement outcomes. Through engagement with students, parents, community members, and staff, candidates will examine the social, economic, and political factors that affect the school, community and student learning and make recommendations for leveraging resources to reach the vision, mission, and goals of the school. This course includes an internship experience. Candidates must complete and document 110 hours onsite in an approved K-12 school-based clinical practice placement.

Prerequisites:
(1) EDU548 must be successfully completed before registering for EDU611.
(2) Possess 2.5 Cumulative GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.
(3) Submit passing scores on State Licensure Exams: Submit to the Registrar’s office a passing score on all requisite state licensure exams required by the state of intended licensure. Exam results must be received by the JIU Registrar prior to registration in EDU611.
(4) Secure Internship Placement: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). Note: The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.
(5) Secure Qualified Mentor Principal / Administrator and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor’s state license, and a copy of mentor’s resume to Student Services. Note: Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.
(6) Submit District Agreement Form: Submit a completed District Agreement Form to Student Services. Note: Candidates are not required to submit a District Agreement Form for EDU611 if the clinical practice placement information has not changed.
(7) Submit Completed EDU611 Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.

EDU612 Principal and Administrator Internship II (110 Field Base Hours)

This course will prepare principal/administrator candidates to demonstrate knowledge, skills and professional dispositions in (1) promoting a positive K-12 learning environment for all students, including those from diverse backgrounds, (2) providing effective K-12 instructional programs that include the use of data-driven decision making, (3) applying evidence-based practice to K-12 student learning, (4) designing personalized professional development plans, (5) utilizing resources and building operations to ensure a high quality, effective learning environment, (6) working effectively with families and community members to ensure diverse student needs are fulfilled and a collaborative culture is established, (7) exhibiting professional behaviors characterized by integrity, fairness, ethics and advocacy, and (8) promoting positive learning environments through active understanding of external sociological influences.

This course includes an internship experience. Candidates must complete 110 hours onsite in an approved K-12 school-based clinical practice placement.

Prerequisites:
(1) EDU611 must be successfully completed before registering for EDU612.
(2) Possess 2.5 Cumulative GPA: Maintain a minimum cumulative grade point average of 2.5 in courses completed within the program specialization.
(3) Secure Internship Placement: Secure a placement in an American school that (1) consists of a K-12 school/district setting at the grade levels required for the intended principal/administrator license, and (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.). Note: The same placement may be utilized for EDU556, EDU548, EDU611 and EDU612.
(4) Secure Qualified Mentor Principal / Administrator and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States principal/administrator license, (2) has three years or more of licensed experience as a principal/administrator, and (3) currently works in the role of a principal/administrator. Submit a copy of mentor’s state license, and a copy of mentor’s resume to Student Services. Note: Candidates are permitted and encouraged to work with the same mentor in EDU556, EDU548, EDU611 and EDU612.
(5) Submit District Agreement Form: Submit a completed District Agreement Form to Student Services. Note: Candidates are not required to submit a District Agreement Form for EDU612 if the clinical practice placement information has not changed.
(6) Submit Completed EDU612 Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.

EDU613 Student Teaching I: Elementary Licensure (300 Field Base Hours)

This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments. In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate’s ability to (1) develop lesson plans that address diverse student needs, (2) utilize formal and informal assessments to measure and monitor student performance, (3) utilize effective classroom management and student engagement strategies, (4) exhibit professional and ethical practice that is responsive to evolving issues and environments, and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure Program and it is designed to demonstrate mastery of Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete four other key assessments:

- Developing Effective Lesson Plans which involves creating lesson plans, using the JIU Lesson Plan Protocol, to be implemented in the classroom.
- K-6 Field Experience Mentor Evaluation Report which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards.
- Developing an Instructional Plan for a student that involves reviewing the unique learning needs of a student and creating a plan for instruction based on those needs.
- Reflective essays that involve synthesizing learning experiences from student teaching into a written document.

This course includes field-based activities that take place in a K - 12 school/district setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K-12 school-based clinical practice placement.

Prerequisites:

JIU candidates are required to complete each of the items described below and work directly with their Student Solutions Advisor to register for EDU613:
(1) Complete 200 Hours of Level-1 Field Experience: Complete 200 hours of Level-1 field experience working with K-12 students and have faxed a completed Level-1 Field Experience Documentation Form to the JIU Registrar’s office. (These hours may be defined as time in the field working on JIU professional synthesizing projects under the supervision of a mentor or as hours completed outside of JIU coursework. For example, supervised activities working with youth in a school or a community agency are acceptable. All Level-1 field experience must be completed while enrolled at JIU.)
(2) Complete EDU 600 & EDU 538*: Complete EDU 600 Teaching & Administering in Colorado & the States, and EDU 538: K-12 Teaching: Legal and Societal Contexts.
(3) Possess 2.5 Cumulative GPA: Possess a minimum cumulative grade point average of 2.5 in courses leading to the master’s degree at JIU.
(4) Complete All Coursework: MEd candidates are required to complete all area of study prior to Level Two student teaching, capstone course or principal internship. This allows for an intensive, culminating experience where teacher candidates can practice skills on a full-time basis (37.5+ hours per week for 8 weeks) under the supervision of a qualified mentor.
(5) Submit Passing Score on the State Licensure Exam: Submit to the Registrar’s office a passing score on the requisite state licensure exam(s) required by your state. Exam results must be received by the JIU Registrar prior to registration in EDU613.
(6) Secure Student Teaching Placement: Secure a placement in an American school that (1) consists of a classroom setting at the grade level and in the subject area required for intended teaching license (e.g., elementary classroom, secondary mathematics classroom, etc.); (2) provides multiple opportunities to work directly with students from diverse backgrounds (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.); and (3) permits me to record my presentation of formal lessons in the classroom.
(7) Secure Qualified Mentor Teacher and Submit Mentor Qualifications: Identify a mentor who (1) possesses a current United States teaching license, (2) has three years or more of licensed experience in my endorsement area, and (3) currently works in the role of a teacher in my endorsement area. Submit a copy of the mentor’s state license, and a copy of the mentor’s resume to Student Services.
(8) Submit District Agreement Form: Submit a completed District Agreement Form to Student Services.
(9) Submit Clinical Practice Attestation and Classroom Recording Agreement Forms: Submit signed Clinical Practice Attestation and Classroom Recording Agreement forms to the Registrar’s Office.
(10) Submit Completed Prerequisite Checklist: Submit completed and signed prerequisite form to your Student Solutions Advisor.

* Candidates in the following programs are not required to complete EDU 538:K-12 Teaching: Legal and Societal Contexts: MEd in K-12 Instructional Technology: Teacher Licensure
EDU614 Student Teaching II: Elementary Licensure (300 Field Base Hours)
This course provides candidates with an opportunity to apply their expertise in curriculum design, instructional strategies, classroom management, and assessment to a K–6 educational setting. Mixing field observation experiences and full-time teaching, candidates utilize standards-based educational theories and practices daily in real-life teaching and learning environments. In the course project, Student Teaching Portfolio Project I: Developing Effective Instructional Practices, each JIU teacher candidate develops a professional teaching portfolio. Components that make up the portfolio provide evidence of the teacher candidate’s ability to (1) develop lesson plans that address diverse student needs; (2) utilize formal and informal assessments to measure and monitor student performance; (3) utilize effective classroom management and student engagement strategies; (4) exhibit professional and ethical practice that is responsive to evolving issues and environments; and (5) collaborate with school-based teams and parents to identify, address, and promote student achievement. The project is a key assessment for candidates in the MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure program and it is designed to demonstrate mastery for Association for Childhood Education International (ACEI) professional standards. Candidates in this program also complete the following key assessments:

- Developing effective lesson plans, which involves creating lesson plans using the JIU Lesson Plan Protocol to be implemented in the classroom
- K-6 Field Experience Mentor Evaluation Report, which takes the form of a field-based mentor evaluation of the JIU teacher candidate against multiple state and ACEI professional standards
- Reflective essays that involve synthesizing learning experiences from student teaching into a written document

*This course includes field-based activities that take place in a K–12 school/district setting. Specifically, candidates must complete 300 hours onsite (37.5 hours per week for 8 weeks) in an approved K–12 school-based clinical practice placement.*

**Prerequisites:**
(1) EDU 613 must be successfully completed before registering for EDU 614.
(2) EDU 614 must be taken in consecutive sequence with EDU 613.
(3) Student Solutions Advisor permission required for registration of EDU 614.

EDU621 Managing e-Learning
This course addresses competencies for training managers, evaluators, and instructional designers. It encompasses all facets of managing e-learning in an organization and incorporates the International Board of Standards for Training, Performance, and Instruction (IBSTPI®). The course is designed as an ongoing simulation with the student playing the role of the Chief Learning Officer. In this role, strategies for moving the organization to an e-learning environment are explored, to include:

- Analysis of training needs and existing e-learning/training infrastructure
- Human resources, tools, and technology requirements
- Budgeting, scheduling, and preparing for the change
- Evaluating how e-learning meets the organizational mission

In the course project, Strategy for e-Learning: Managing the e-Learning Change Process, the student prepares a detailed plan for using e-learning within a multinational corporation. Conducting research and considering a range of issues related to managing e-learning, while dealing with routine duties and crises, provides a backdrop for developing the strategy that moves the organization toward e-learning.

EDU623 Knowledge Management and Workplace Learning
This course provides a foundation in the theoretical and practical knowledge needed to integrate knowledge management with workplace learning. Topics designed to help the educator shift the role of workplace learning beyond mastering processes to supporting the creation of new knowledge and improved processes are considered, including:

- Combining technology, organizational structures, and cognitive-based strategies to help organizations foster knowledge sharing and employee development
- Using the principles of adult learning and embedding them within the workplace learning context

The course project, Workplace Learning Plan: Using Organizational Assessment to Inform Knowledge Management, integrates an understanding of knowledge management philosophy and approaches with their impact on workplace learning. Through identification of workplace competencies and the respective instructional development needed, the prospective workplace educator outlines how an organization reaches optimal effectiveness and its respective strategic goals.

EDU630 Needs Assessment for Learning Environments
This course introduces approaches and techniques for planning a training needs assessment so that the needs of an organization are not only met, but also anticipated. Assessment is a decision-making tool that helps an organization measure where it is, compared to
where it wants to be. The course project, Needs Assessment: Planning for Learning Environments, demonstrates how analysis and assessment grow in importance as organizations become more concerned with competitive advantage and employee expertise. Applying analysis, theory, and skills to real problems, students create instruments, gather data, and consider how to counter objections and influence decision makers.

EDU651 Designing Interactive e-Learning
This course introduces students to a variety of instructional design models that can be implemented to create well-designed instructional technology products that solve real-world problems. Instructional systems design models such as the ADDIE model will be investigated as well as the learning theories behind them. The Backward Design instructional design model will also be studied. In addition, current trends and issues in instructional design are examined. Professional standards and ethics are explored along with factors related to active learning, learning theory, and new technologies. The course project, Instructional Design Plan: Creating a Model, is broken into two parts. Students will (1) select, analyze, and defend their choice of an instructional design model with which they will (2) create a short unit/module of instruction that incorporates state standards (K-12) or other designated learning outcomes (Adult Ed.) involving the implementation of technology. 
This course does not include a required field-based activity.

EDU653 Assessment Strategies to Improve Adult Learning
This course provides adult educators with the necessary knowledge and skills to develop valid, reliable, and fair evaluation plans, tests, and assessments for adult education and organizational learning. The course is intended for adult educators who will develop and implement adult education programs. Many of the principles and practices, however, can also be applied to workplace performance assessment and program evaluation. In the course project, Assessment Plan: Evaluation in Adult Education, students will design valid, reliable, and fair tests and scoring rubrics as well as provide evaluation and reporting results and cost-benefit analysis. Additionally, they will write clear, concise, and complete learning objectives and employ them in formative and summative assessment elements.

EDU654 Developing and Implementing e-Learning Systems
This course focuses on the development of an e-learning system that supports a variety of objectives, content areas, users, and learners. The development of an e-learning system includes gaining an understanding of systemic features and systematic processes in order to scale up e-learning from the course level to a program or organizational endeavor. The course project, e-Learning Plan: Creating a Comprehensive Outline for e-Learning Development, gathers the course concepts into one complete plan for use in developing an e-learning system in an online environment. Students will construct an e-learning plan that is tailored to a particular context (e.g., a current work context, area of interest, etc.) with an overview of the comprehensive e-learning process that encompasses its various dimensions.

EDU669 Capstone: The Professional Adult Educator
This course represents the culmination of the master’s program. It is designed to give students a chance to synthesize their learning by producing a capstone project that exemplifies their newly acquired knowledge and expertise. Working alone or with a partner or team, they will select something from their educational portfolio and develop it further as proof of readiness to receive a master’s degree. In the course project, Capstone: Designing the Professional Portfolio, candidates apply knowledge and skills they have acquired during their tenure at JIU to a real educational issue or opportunity. The project may take any form, as long as it meets the specific educational objectives defined for the course. Project examples include:

- A grant proposal
- An environmental research scan
- A program development and/or implementation
- An appraisal of an existing program
- An internship

Prerequisites:
(1) MEd candidates are required to complete all area of study coursework prior to Level Two student teaching, capstone course or the principal internship. This allows for an intensive, culminating experience where teacher candidates can practice skills on a full-time basis (37.5+ hours per week for 8 weeks) under the supervision of a qualified mentor.
(2) Student Solutions Advisor permission required for this course.

EDU681 Adult Learning Theory
This course introduces students to adult education theories and practices. Teaching and learning strategies for adult learners, including case studies, problem-solving strategies, collaborative learning, and distance learning techniques are discussed and modeled throughout the course. The course project, Adult Learning Program: Applying Theories and Strategies to a Real-world Adult
Learning Environment, focuses students on developing a unit of instruction or program for adult learners. By analyzing the adult learning environment and selecting strategies for instruction and assessment, this project moves the student from studying educational theories into creating personally useful and insightful applications.

EDU682 Public Policy and Higher Education
This course investigates social movements in history that have influenced the way higher education policies have developed. On a more global level, students discover how higher education has been shaped in the United States and other countries through comparative study and analysis. Specifically, this course addresses:
- History and policies in higher education in the U.S. and other countries
- Social forces that shape higher education policy and institutional decision-making
- State and federal planning and its impact on higher education in the United States
- Current trends in policy-making and their relationship to social change
The course project, Higher Education Policy Challenge: Using History and Social Influences to Shape Future Policies, focuses students on the tasks involved in building policy through an analysis of previous policies, institutional history, and other influences that shape future decision making.

EDU683 Successful Leadership in Higher Education Administration
This course explores theories, concepts, and behaviors of effective leadership necessary to address the challenges of organizational change within higher education and training environments. Students investigate a wide range of related topics including:
- Organizational functioning and culture
- Models of organizations
- Leadership theory and strategies that help facilitate change
- Requisites for sustainable organizational change
In the course project, Organizational Change Plan: Leading a Team through the Change Process, students lead a small team in proposing or making a change in a higher education institution or corporate training environment. Beginning with an initial assessment of the need for the change, students establish a plan, complete reflections on leadership issues and successes, and plan for long-range assessment of the project.

EDU684 The Future of Higher Education
This course presents topics related to the role of higher education in a democracy such as public accountability, financing, outcomes assessment, access to higher education, alternative forms of higher education, and governance so as to arrive at a deeper understanding of the issues facing higher education. The course also helps students to assess the long-term impact of these issues on learning, teaching, and the business of higher education. The course project, Integrated Issue Analysis Report: Examining Issues in Higher Learning, focuses the student on a particular problem in a higher learning setting, allowing the student to analyze the problem within the context of issues facing higher learning, and eventually proposing a solution to that problem.

EDU685 Instructional Design
This course introduces students to the principles and practices of using a systems approach model for the analysis, design, development, implementation, and evaluation of instruction for adult education programs. It provides the knowledge, skills, and abilities to accurately and completely apply an instructional systems development model to adult education programs. The course blends two instructional strategies. First, students explore the basic principles and related practices for the elements of a systems approach model. Second, students employ the learned principles and practices via a sponsored synthesizing project, applying a systems approach model to meet a training need in an actual organization. The course project is designed to demonstrate mastery of the course objectives. The instructional design process will be conducted for one of the sponsoring organization’s adult education programs. A final written report chronicling the outcomes of the application of the process will be the synthesizing course project.

EDU694 Designing Online Learning Environments
This course explores media characteristics, usability and accessibility, types of interaction, and how to facilitate engagement, as well as technical aspects of standard and new online technologies. Students will learn the differences between and details about content management systems and learning management systems (CMS or LMS), Web 2.0 technologies, and web authoring tools. The course project, Online Learning Model: Designing an Effective Learning Environment, is a technology-based online environment that the student can use with their learners or other groups of users in their setting. Candidates will plan an online environment that accomplishes a communication, productivity, or learning objective and that explains why they selected that particular technology along with the necessary design considerations such as stakeholders, accessibility/universal design requirements, interactivity, and data collection.
JIU501 Orientation - Successful Online Learning for Masters Students

Welcome to JIU501: Orientation – Successful Online Learning for Master’s Students! This brief, but mandatory, orientation course will prepare you for a successful experience in your first regular course and a successful entry in your degree program at JIU. This orientation covers what to expect at JIU, how to work through a JIU course, and specific skills and resources that will help ensure your success.

In required assignments, you will:

- Create your Profile.
- Upload a file to your Personal Workspace.
- Submit an assignment to the Grade Book.
- Post a message with a file attachment to the Course Forum.
- Affirm that you have reviewed and completed all required activities in this course.