



JONES INTERNATIONAL UNIVERSITY®

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Master of Education Leading to Initial Licensure

Elementary Curriculum, Instruction and Assessment: Teacher Licensure

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n and Licensure

Jones International University provides programs that are acceptable for educators who are interested in pursuing licensure or certification as a teacher; the MEd in Elementary Curriculum, Instruction and Assessment. The completion of a JIU degree program does not guarantee teacher licensure in any state. Students must often complete applications and complete administrative requirements before they may obtain licensure. A small number of states currently require students to graduate from an educator/administrator program designed to augment their professional knowledge, skills and attitude specifically approved by the state or accredited by a certain accreditor. All State licensure requirements are subject to change at any time. It is the student's ultimate responsibility to determine the requirements for the state in which they intend to seek licensure, including any state where the student may relocate or intends to relocate. JIU performs periodic reviews of state requirements no more frequently than annually. As of November 19, 2011, JIU has determined that GDE and CGHE recognize the high quality of JIU's MEd preparation degrees and have designated accept certain

Degree At A Glance

Required Program Disclosures

(<http://www.jiu.edu/academics/education/master/master-education-leading-initial-licensure>)

Total Credits:

36 credits

Time Frame:

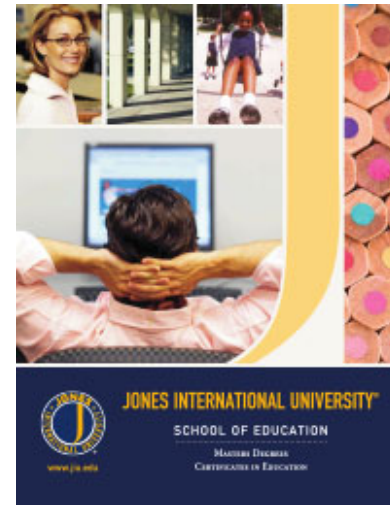
24 months

Designed For:

The MEd in Elementary Curriculum, Instruction and Assessment: Teacher Licensure is designed for educators who are pursuing licensure or certification as an elementary teacher. Graduates emerge as leaders who are ready to transform K-6 schools and advance in their careers.

It is a staple application for all students. As of May 17, 2013, JIU has determined, based on preparation in independent research that Massachusetts, Minnesota, Oregon and Washington do not accept credit for prior learning applications from JIU students. The above research performed by JIU is intended only as an additional resource to our students and should not be considered either a comprehensive Curriculum Overview or a substitute for the student's responsibility to determine state requirements for the state in which they intend to seek licensure. JIU provides information on educator

School of Education Catalog



<http://portaldoc.jiu.edu:125/JIUSchoolofEducationCatalog.pdf>

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JIU501: Orientation – Successful Online Learning for Master's Students (<http://www.jiu.edu/course/jiu501-orientation-%E2%80%93-successful-online-learning-masters-students>)

10 Core Courses (Credits: 30)

EDU500: Educational Theory Into Practice (<http://www.jiu.edu/course/edu500-educational-theory-practice>)

EDU503: Assessment Strategies to Improve K-12 Learning (<http://www.jiu.edu/course/edu503-assessment-strategies-improve-k-12-learning>)

EDU519: Instructional Methods for Elementary Mathematics (<http://www.jiu.edu/course/edu519-instructional-methods-elementary-mathematics>)

EDU521: K-12 Students Using Technology (<http://www.jiu.edu/course/edu521-k-12-students-using-technology>)

EDU523: K-12 Classroom and Instructional Management (<http://www.jiu.edu/course/edu523-k-12-classroom-and-instructional-management>)

EDU524: Exceptional Needs in Inclusive Classrooms

<http://www.jiu.edu/course/edu524-exceptional-needs-inclusive-classrooms>

[EDU527: Literacy I](http://www.jiu.edu/course/edu527-literacy-i) (<http://www.jiu.edu/course/edu527-literacy-i>)

[EDU528: Literacy II](http://www.jiu.edu/course/edu528-literacy-ii) (<http://www.jiu.edu/course/edu528-literacy-ii>)

[EDU538: K-12 Teaching: Legal and Societal Contexts](http://www.jiu.edu/course/edu538-k-12-teaching-legal-and-societal-contexts)
(<http://www.jiu.edu/course/edu538-k-12-teaching-legal-and-societal-contexts>)

[EDU600: Teaching and Administering in Colorado and the States](http://www.jiu.edu/course/edu600-teaching-and-administering-colorado-and-states)
(<http://www.jiu.edu/course/edu600-teaching-and-administering-colorado-and-states>)

2 Student Teaching Courses (Credits: 6)

[EDU613: Student Teaching I: Elementary Licensure](http://www.jiu.edu/course/edu613-student-teaching-i-elementary-licensure)
(<http://www.jiu.edu/course/edu613-student-teaching-i-elementary-licensure>)

[EDU614: Student Teaching II: Elementary Licensure](http://www.jiu.edu/course/edu614-student-teaching-ii-elementary-licensure)
(<http://www.jiu.edu/course/edu614-student-teaching-ii-elementary-licensure>)

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

- 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.
- The candidate has the knowledge to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- The candidate is knowledgeable about teaching and learning practices and learning exceptionalities to meet the needs of all learners.
- The knowledge that candidates master is based on professional and performance-based standards.
- 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.

- The candidate has the ability to conduct and plan both formative and summative assessment that customizes instruction and improves K-12 student achievement.
- The candidate adapts instruction to meet the needs of all learners.
- 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.
- 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.
- The candidate utilizes appropriate technology applications to facilitate K-12 student learning.
- The candidate motivates and engages students, effectively manages classrooms and schools, and effectively interacts with k-12 students, parents and the community.
- The educator is prepared for their own life-long personal and professional growth.
- Candidates are committed to assess their own education effectiveness through individual and collaborative practice.
- 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.

- 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.
- The candidate acts ethically with K-12 students, families, communities, and colleagues.
- The candidate demonstrates respect for professional colleagues and K-12 students regarding learning exceptionalities, opinion, belief, and cultural background.