Education (EDU)

EDU 201. Intro to Educ with Fld Exprience. 3 Credits.
This course will focus on the history, purpose, role and scope of education in the U.S. Topics will include curriculum development, state and national standards, current trends in education and professional development. A requirement of 10 hours of field work relating to community involvement will be given, which will show how candidates can utilize neighborhood and city resources in their future teaching assignments. Formerly EDUC 100.

EDU 202. Early Field Experience. 1 Credit.
Supervised experience in community institutions and organizations. Investigation and competency development as related to a student’s major and/or minor area. Formerly EDUC 259.

EDU 225. Intro to Education Psychology. 3 Credits.
This course will focus on concepts of educational psychology with an emphasis on learning theories. Topics relating to diversity, including special needs students, and the impact of culture within the classroom's learning and teaching environment plays a central part in the curriculum. Formerly EDPY 215.

EDU 270. Integrating Tech in Education. 3 Credits.
This course will engage students in the exploration of technology's use in society and its effects on teaching and learning. The course includes strategies for developing technology-rich curriculum and techniques for enhancing learning through integration of technology and 21st century skills. Formerly EDU 370, CIS 320.

EDU 292. Independent Study. 1-12 Credits.

EDU 311. C, D & E in Global Ed. 3 Credits.
Diversity issues include, but are not limited to, cultural and individual differences, gender, ethnicity, low social-economic background, and students with special needs. This course is designed to investigate ways in which technology may be used to support the learning needs of diverse students and expand the practices of community within the classroom. Graduate credit requirements are described in the course syllabus. Used to support the learning needs of diverse students and expand the practices of community within the classroom. Formerly EDUC 351 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 315. Integrat IEFA Across the Curr. 2 Credits.
This course will follow theory into practice where candidates build Indian Education for All instructional strategies for specific content areas in the elementary classroom. Candidates will explore, develop, and use advanced instructional strategies, materials, technologies, and activities to promote Indian Education for All across the K-8 curriculum.

EDU 335. Fund & Corr Strg Elem Rdg Prg. 3 Credits.
This course is designed to investigate reading instruction in the elementary grades. This will include a study of the reading process, methods of instruction, materials available, and reading skills. Methods, procedures, and techniques of identifying, analyzing, and correcting reading difficulties will be explored. Students will participate in a practicum experience (45 hours maximum per semester arranged with the instructor, school, and candidate) which will provide an opportunity to obtain classroom experience in strategies that will help the struggling reader. Prerequisite: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirements are described in the course syllabus. Formerly EDUC 335 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 337. Reading Materials Elem Child. 2 Credits.
An examination of the variety of reading materials available for use in the teaching of reading and the application of those materials to the learning needs of children of differing reading competencies. Students will explore the role of reading and the communication arts in the elementary curriculum and the integration of literature in the elementary curriculum. Prerequisite: Level I Admission to Teacher Education. Graduate credit requirements are described in the course syllabus. Formerly EDUC 448 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 340. Classroom Management. 3 Credits.
A methodological course introducing basic principles and procedures for managing the behavior and academic time of children in the classroom and school environment. Students will explore topics related to teacher and student communication, teaching and learning styles, discipline models and procedures, records management (including electronic management systems) and the impact of facilities on the learner. Various development and counseling theories will be examined in light of enhancing the learning and acceptance of all students. Students will also examine the various applications of counseling issues (e.g., substance abuse, cross-cultural, crisis management) as they apply to K-12 classroom practice. Prerequisite: Level I Admission to Teacher Education, EDU 380 and EDU 383. Graduate credit requirements are described in the course syllabus. Formerly EDUC 380 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 361. Traffic Safety Education I. 3 Credits.
Basic course for the preparation of teachers in the field of traffic safety. Introduction to the history and philosophy of traffic safety. Emphasis is on the behind-the-wheel phase of traffic safety in the high school program. University students will give behind-the-wheel lessons to high school students. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.
EDU 362. Traffic Safety Education II. 3 Credits.
A continuation to EDU 361 with emphasis on materials, organization, and content of the classroom phase of traffic safety. University students will give additional behind-the-wheel lessons and also give classroom theory lessons to their peers. EDU 361 may be taken concurrently. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 363. Motorcycle Safety. 2 Credits.
Analysis of the motorcycle accident problem and the role of the high school traffic safety program in motorcycle safety. Emphasis on classroom and laboratory content, organization, and instruction techniques. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 365. Motor Vehicle Law and Enfrcmnt. 2 Credits.
A course designed to give driver education teachers and other interested individuals a more complete understanding of motor vehicle code and ordinances and the basic principles of their enforcement. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 370. Integrating Tech in Education. 3 Credits.
This class presents three strategies that enable a teacher to integrate computers into their educational environment to enhance their capabilities and productivity. Topics covered include multi-media, telecommunications, and classroom management. Formerly CIS 320.

EDU 380. Intro Curric Plan/Practice. 3 Credits.
This course is an introduction to curriculum planning and practice. An overview of curriculum development, unit planning with an emphasis on lesson planning is the focus. How lesson design affects classroom management, how to meet state and national curriculum and practice standards, and how to integrate instructional technology in lesson and unit development are topics. Secondary education candidates will focus on reading/writing across the curriculum; elementary education candidates will focus on content curriculum. Students will participate in a practicum experience (45 hours arranged with the instructor, school, and candidate) which will provide an opportunity to obtain classroom experience in curriculum and planning. Prerequisite: Level I Admission to Teacher Education. Co-requisite: EDU 383. Course fee: $25.00. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

Course Fees: $10.75

EDU 383. Assessment in Education. 3 Credits.
This course is designed to provide candidates the foundation in assessment measures used in the K-12 classrooms that aid education decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion-referenced and alternative methods of assessment. HPE Majors/Minors will substitute HPE 376 for this course. Pre-requisite: Level I Admission to Teacher Education, MATH general education requirements for Teacher Education major. Co-requisite: EDU 380. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 391. Special Topics/Exp Courses. 1-12 Credits.

EDU 392. Independent Study. 1-12 Credits.

EDU 395. Field Experience: Grades 9-12. 1 Credit.
This course is taken by candidates in conjunction with their methods course(s). Candidates will be placed in field experiences with the express purpose of practicing the methodology of teaching in a classroom setting. This course may be repeated for up to 3 credits Prerequisite: Level I Admission to Teacher Education. Formerly EDUC 376

EDU 397. Methods. 2-3 Credits.
Supervised experience in community institutions and organizations. Investigation and competency development as related to a student's major and/or minor area. May be repeated for credit.

EDU 397CA. Methods: K-8 Int. Arts All Lrn. 2-3 Credits.
This course is a "hands-on" course that teaches strategies and methodology to integrate the creative arts (e.g., art, music, and drama) into the elementary classroom to enhance learning for all students. Emphasis will be placed upon developing the candidate's creative abilities. Instruction and theory, implications for creative art instruction, and information on resources/materials for the classroom will be covered. Teacher education candidates will prepare and present lesson plans that take into consideration the development of strategies for integrating creative arts into the curriculum. A variety of formal and informal assessment techniques appropriate in assessing student achievement will be discussed. Prerequisites: Level I Admission to Teacher Education, EDU 380, and EDU 383. Course Fee: $25.00.
Course Fees: $10.75
EDU 397HE. Methods: K-8 Health Enhancement. 2-3 Credits.
Elementary education teachers must be able to help students meet OPI benchmark requirements in health enhancement. This course will provide candidates with knowledge of a variety of topics within health enhancement for the elementary school child as well as strategies to teach these topics in a K-8 setting. Prerequisites: HPE 235 and Level I Admissions to Teacher Education. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 397MA. Methods: K-8 Mathematics. 2-3 Credits.
This course is a "hands-on" course that includes the study of the nature of mathematics instruction and theory, its implications for teaching elementary mathematics, and information on resources/materials for the classroom. Each student will prepare and present lesson plans according to three models for teaching elementary science; experimental, discovery and inquiry. A variety of formal and informal assessment techniques appropriate in science instruction will be discussed. Prerequisites: Level I Admission to Teacher Education, MATH general education requirements, EDUC 380 and EDU 383. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 397SS. Methods: K-8 Social Studies. 2-3 Credits.
This course is a "hands-on" course that includes the study of the social science instruction and theory, its implications for teaching social sciences, and information on resources/materials for the classroom. Teacher education candidates will prepare and present lesson plans that take into consideration the development of instructional abilities for social sciences. A variety of formal and informal assessment techniques appropriate in science instruction will be discussed. Prerequisites: Level I Admission to Teacher Education, Social Science and History general education requirements, EDUC 380 and EDU 383. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 452. Advanced Practicum. 3 Credits.
This course is designed to assist candidates in their final preparations prior to their student teaching practicum. Polishing of professional skills, development of a portfolio, exploration of personal teaching styles, and discussions of field practicum experiences are the focus of this course. This intensive practicum focuses on application of theory and practice, assessment, the integration of technology in instruction, and teaching for diversity in the classroom. Students will participate in a practicum experience (45 maximum hours per semester arranged with the instructor, school, and candidate) which will provide an opportunity to obtain classroom experience in management and teaching. Prerequisites: Level I Admission to Teacher Education, completion of all methods courses with a C or better. Course Fee: $10.00 Formerly EDUC 455.
Course Fees: $10.75

EDU 481. Content Area Literacy. 2 Credits.
This course is designed to provide teacher education candidates with an understanding of reading, writing, and critical thinking processes, knowledge of the skills a teacher may use to help K-12 student deal more effectively with specific content materials, and implementation of those skills in the elementary, middle and secondary school setting. Prerequisite: Level I Admission to Teacher Education, EDU 380 and EDU 383. Graduate credit requirements are describe in the course syllabus. Formerly EDUC 445 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDU 484. Asmt in Remedial Reading. 2 Credits.
The purpose of this course will be to examine a variety of assessment tools used to evaluate the strengths and weaknesses of individual students experiencing difficulty with reading. Both formal and informal tools will be discussed. Students will administer, score, and interpret the results of the assessment instruments in light of relevant research in reading education. Prerequisites: Level I Admission to Teacher Education, EDU 335 and EDUC 336 or concurrent enrollment. Graduate credit requirements are described in the course syllabus. Formerly EDUC 440 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.
EDU 491. Special Topics/Exp Courses. 11 Credits.
EDU 492. Independent Study. 1-12 Credits.
EDU 495. Student Teaching. 6,12 Credits.
EDU 495EL. Student Teaching K-8. 6-12 Credits.
This is a supervised student teaching experience in an accredited elementary or middle school. Experiences will include typical responsibilities of an elementary or middle school first year teacher. Seminar will be held on campus. This course provides theory-based practice at an elementary level for Student Teacher Candidates seeking Montana K-8 teacher certification. Prerequisites: Level II Admission to Teacher Education, all methods courses, EDU 452 and cumulative GPA of 2.50. Course Fee: $215.30.
EDU 495ES. Student Teaching K-12. 6,12 Credits.
This is a supervised student teaching experience in an accredited elementary and secondary school to be taken by all students seeking a K-12 endorsement. Experiences will include typical responsibilities of a first year teacher. Seminars will be held on campus. This course provides theory-based practice at K-12 level for Student Teacher Candidates seeking Montana K-12 teacher certification. Prerequisites: Level II Admission, all methods courses, EDU 452, and cumulative GPA of 2.50. Course Fee: $215.30.
EDU 495SE. Student Teaching 5-12. 6-12 Credits.
This is a supervised student teaching experience in a Student Teacher Candidate’s major and minor fields in an accredited secondary school. Experiences will include typical responsibilities of a first year teacher. Seminars will be held on campus. This course provides theory-based practice at a secondary level for Student Teacher Candidates seeking Montana 5-12 teacher certification. Prerequisites: Level II Admission to Teacher Education, all methods courses, EDU 452, and cumulative GPA of 2.50. Course Fee: $215.30.
EDU 497. Methods:. 3 Credits.
Appropriate techniques for teaching Computer Science and Computer Information Systems at the secondary level. Includes topics for teaching computer software. Prerequisites: CAPP 120 or equivalent competencies, CSCI 110, CSCI 111, EDU 370 and CSCI 201. Formerly EDUC 313.
EDU 497EN. Methods: 5-12 English. 2,3 Credits.
This course is a study of the theories and methods of teaching English, including study of the theories and methods of teaching creative writing and composition. Theory and practice concentrates on teaching English at the middle school and senior high school level. Students will be required to complete a field experience in English at the middle or senior high school level while enrolled in this course. The maximum hours of field experience required during the term will be 45 hours. Prerequisites: Level I Admission to Teacher Education, EDU 380 and EDU 383. Graduate requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.
EDU 497MA. Methods: 5-12 Mathematics. 3 Credits.
This course is a study of the theories and methods of teaching English, including study of the theories and methods of teaching creative writing and composition. Theory and practice concentrates on teaching English at the middle school and senior high school level. Students will be required to complete a field experience in English at the middle or senior high school level while enrolled in this course. The maximum hours of field experience required during the term will be 45 hours. Prerequisites: Level I Admission to Teacher Education, EDUC 300 and EDUC 376. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.
EDU 497SC. Methods:5-12 General Science. 3 Credits.
This course is a study of the practical and hands-on approaches that illustrate the techniques and materials for teaching at the secondary level in physical and biological sciences. Prerequisites: Level I Admission to Teacher Education, EDU 380 and EDU 383. Co-requisite: EDU 395.
EDU 497SS. Methods: 5-12 Social Studies. 2-3 Credits.
This course is a study of the theories and practices employed in teaching history and the social sciences on the secondary level. Prerequisites: A minimum of 15 semester hours in history and the social sciences and Junior standing, Level I Admission to Teacher Education, EDU 380 and EDU 383. Co-requisite: EDUC 339.
EDU 498. Cooperative Education. 12 Credits.
EDU 551. C, D, & E in Global Ed. 3 Credits.