

# Education (EDU)

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## **EDU 201. Intro to Educ with Fld Exprnce. 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.

## **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.

## **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.

## **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.

## **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 320. Lesson Planning. 1 Credit.**

## **EDU 329. Field Experience K-12. 1 Credit.**

This course is taken by candidates in conjunction with their methods and reading methods courses. Candidates will be placed in field experiences with express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course may be repeated for up to 3 credits. Prerequisite: Level I Admission to Teacher Education. Co-requisite: EDU 382, EDU 334, EDU 335, EDU 452.

## **EDU 335. Fund & Corr Strtg 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. Prerequisite: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is 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 336A. Practicum I. 1 Credit.**

This course is taken by candidates in conjunction with their Level I coursework. Candidates will be placed in 45 hour field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course must be repeated three times for a total of 3 credits in conjunction with Practicum 1, 2, and 3 experiences at each level of the program. Prerequisite: Level I Admission 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 of this course.

## **EDU 336B. Practicum 2. 1 Credit.**

This course is taken by candidates in conjunction with their Level I coursework. Candidates will be placed in 45 hour field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course must be repeated three times for a total of 3 credits in conjunction with Practicum 1, 2, and 3 experiences at each level of the program. Prerequisite: Level I Admission 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 of this course.

## **EDU 336C. Practicum 3. 1 Credit.**

This course is taken by candidates in conjunction with their Level I coursework. Candidates will be placed in 45 hour field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course must be repeated three times for a total of 3 credits in conjunction with Practicum 1, 2, and 3 experiences at each level of the program. Prerequisite: Level I Admission 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 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 of 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.****EDU 382. Assessment, Curr and Inst. 3 Credits.**

Fundamental concepts of educational curriculum planning and assessment for classroom teachers, including the relationship of assessment to educational standards and learning activities, quality of assessment, principles of item construction, evaluation of student responses, interpretation of results, improvement of techniques, and differentiation of planning.

**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.****EDU 397. Methods. 2-3 Credits.****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 Enhancemen. 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. Teacher education candidates will prepare and present lesson plans that take into consideration the development of mathematical abilities and attitudes following NCTM standards. A variety of formal and informal assessment techniques appropriate in assessing mathematical attitudes/ability 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 397SC. Methods: K-8 Science. 2-3 Credits.**

This is a "hands-on" course that includes the study of how to teach the nature of science, instructional theory and its implications for teaching elementary science, 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, Science requirements for elementary education majors, EDU 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 assessing student achievement will be discussed. Prerequisites: Level I Admission to Teacher Education, Social Science and History general education requirements, EDU 380 and EDU 383. Graduate credit requirements are listed 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 430. Teaching Reading K-3. 3 Credits.****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 instruction focuses on application of theory and practice, assessment, the integration of technology in instruction, and teaching for diversity in the classroom. Prerequisites: Level I admission to Teacher Education, and completion of all methods courses with a C or better.

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. 201950.

**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.

**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.

**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.

**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.

**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 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.****EDU 597EN. Methods Teaching English. 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. When 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.