

Education (EDU)

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 211. Multicultural Education. 3 Credits.

Students will analyze social, cultural, and political issues affecting teachers, schools, students, families, and communities. Students will examine the history, philosophy, goals, teaching strategies, curricula, and practices of multicultural education in order to prepare teachers for dealing with and affirming students from diverse social and cultural backgrounds. The course explores the variables embedded in the U.S. school-society relationship (including equal opportunity, human diversity, social justice, ideology, inclusion/equity, and politics), federal policy and pedagogy surrounding increasing social and cultural diversity in U.S. schools.

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. 3 Credits.

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

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. 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.

This course will prepare teacher candidates for future education courses by introducing both educational terminology and educational experiences. Through investigation of the required components of the teacher education program, students will analyze and evaluate educational practices. An emphasis will be placed on the design and delivery of unit and lesson plans using the Danielson Framework.

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 330. Emergent Literacy. 3 Credits.

This course is designed to focus on the science of reading and systematic ways to teach students how to read. The purpose of this course is to gain knowledge and skills that contribute to the teacher candidate's ability to teach reading, including that of oral language, phonological awareness, concepts of print, phonics, and beginning vocabulary, reading fluency, and comprehension. The course will include the development of learning experiences appropriate for young readers as they learn how to read.

EDU 334. Children's and Young Adult Lit. 3 Credits.

This course is designed to be an examination of the variety of reading materials available for use in the teaching of reading and content as well as the application of those materials to meet the needs of students with differing reading competencies and cultural backgrounds. The purpose of this course is to explore the role of reading and content as well as the application of those materials to meet the needs of students with differing reading competencies and cultural backgrounds. The purpose of this course is to explore the role of reading and the integration of literature in curriculum and instruction. The course focuses on the topics of practical classroom integration of literature, book selection process for children and young adults and guiding students' literary experiences.

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 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 336A. Practicum I. 3 Credits.

This course is designed to provide teacher candidates with the opportunity to explore and understand educational foundations as they align with classroom experience. Teacher candidates will complete a 45-hour field experience with the purpose of observing, understanding, and critiquing the foundations of education (InTASC Standards, Code of Ethics, and Indian Education for All) as they relate to various elements of teaching and learning within a classroom setting. Teacher candidates will engage in professional and reflective practices while bridging their coursework with classroom setting. Teacher candidates will engage in professional and reflective practices while bridging their coursework with classroom experiences. This course will support TC's initial draft of their philosophy of education statement as well as provide them with an understanding of action research. Level I Admission to Educator Preparation Program.

EDU 336B. Practicum 2. 3 Credits.

This course is designed to give teacher candidates the opportunity to put theory into practice; teacher candidates will complete 45 hours of observation and teaching in a classroom setting with the purpose of applying their knowledge and skills of educational foundations (InTASC, etc) as they relate to effective teaching. Teacher candidates will engage in professional and reflective practices while bridging their coursework with classroom experiences. This course will allow students to refine their philosophy of education statement as well as support their development of an action research project. Prerequisite: EDU 336A (pass with C or better).

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. 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. 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 348. Lit Assess, Diagnosis, & Inst. 3 Credits.

This course is designed to investigate reading assessment and instruction in the elementary grades. This will include an overview of the reading process, methods of assessment, and best practices for instruction. Methods, procedures, and techniques for identifying, analyzing, and correcting, reading difficulties will be explored. The purpose of the course is to evaluate individual students' ability to read to then guide instruction. Teacher candidates will administer, score, and interpret the results of various assessment instruments and create lesson plans to meet the academic needs of students as identified by the assessment data.

EDU 355. Phonics and Word Identificatio. 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. 3 Credits.

Courses not required in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

EDU 392. Independent Study. 2-3 Credits.

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

EDU 397A. Methods: Soc Sc/Lang Arts. 4 Credits.

This hands-on course is designed to equip teacher candidates with the skills to develop readers, writers, and informed citizens. It will utilize an integrated approach to teach the communication skills of reading, writing, listening, speaking, viewing and thinking in tandem with the major components of social studies. Teacher candidates develop and apply an understanding of the Science of Reading, the five core components of English Language Arts, and the Social Studies C3 framework. Reading comprehension is supported by wide knowledge of the world around us. Social studies concepts lend themselves to developing a wealth of background knowledge that supports rich understanding of what is read. Teacher candidates demonstrate skill in using developmentally appropriate practices to ensure that all students can learn in a positive environment. Teacher candidates demonstrate skills in using a variety of methods and strategies for literacy development, including development of literacy for second language learners. A variety of formal and informal assessment techniques appropriate in assessing student achievement will be discussed. Teacher candidates are assessed through development of lesson plans that address all five areas of literacy development.

EDU 397B. Methods: Math/Science. 4 Credits.

Teacher candidates develop K-8 science and mathematics instruction and assessments that are aligned with state and national standards and the principles of universal design for learning. Candidates gain familiarity with instructional methods and materials appropriate for teaching content and problem-solving skills, primarily thought inquiry and experiential learning. Candidates develop skills in integrated instruction, incorporating mathematics, physical science, earth and space science, and life science. Infused topics include technology, cooperative learning, assessment, environmental and conservation education, and Indian Education for All. Prerequisites: Level I admission to teacher education, science requirements for elementary education majors, EDU 382. 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 397C. Methods: CA/HE. 4 Credits.

Teacher candidates develop K-8 creative arts and health enhancement instruction and assessment that are aligned with state and national standards and principles of universal design learning. Teacher candidates gain familiarity with instructional methods and materials appropriate for teaching content, creative expression, and health and fitness, primarily through inquiry and experiential learning. Teacher candidates develop skills in integrated instruction, incorporating creative arts (literary arts, visual arts, music, dance/movement, theater), physical fitness, and health. Infused topics include technology, cooperative education, and Indian Education for All. Methods and techniques for integrating these areas into the daily curriculum are highlighted including applying and synthesizing concepts of multiple intelligences in the development of classroom curricula.

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 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 414. Digital & New Literacies in Ed. 3 Credits.

This course provides teacher candidates with the tools and resources to navigate a digital world related to teaching and learning. The overall goal for this course is to empower teacher candidates with the knowledge and skills necessary to ensure students are digitally literate and productive in the 21st Century. This course supports pre-service teachers as they learn to empower students to read, write, and utilize technological means to be critical thinkers, problem solvers, articulate communicators, and responsible citizens in a digital world. Prerequisite: WRIT 328 Media Literacy.

EDU 452. Advanced Practicum. 3 Credits.

This course is designed to assist candidates in their final preparations prior to their student teaching experience. Teacher candidates will complete a 45-hour field experience with the purpose of refining the implementation of the foundations of education as they relate to effective and meaningful learning experiences for students. Teacher candidates will engage in professional and reflective practice while bringing their coursework with classroom experiences. This course will support students in finalizing their philosophy of education statement, applying for student teaching, and provide an opportunity to engage in an action research project.

Course Fees: \$10.75

EDU 481. Content Area Literacy. 2 Credits.

This course is designed to provide teacher candidates with and understanding of reading, writing, and critical thinking processes within the content areas. The purpose of the course is to allow students to gain the understanding that content can be utilized to learn literacy skills while literacy skills can be used to learn content. Teacher candidates will gain knowledge and skills that will help students learn specific content more effectively from expository texts. This course will reflect the research-based practice in the areas of content literacy as well as differentiated instruction student diversity, and new literacies. Prerequisite: Level I admission to Teacher Education, EDU 382. 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 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. 3 Credits.

Courses not required in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

EDU 492. Independent Study. 1-3 Credits.

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

EDU 495. Student Teaching. 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 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. 1-12 Credits.

A planned and supervised work-learning experience in industry, business, government, or community service agencies related to the University program of study. Prerequisites: two semesters of attendance at Montana State University-Northern, approval of advisor, Dean of the College of Technical Sciences, and cooperative education coordinator. Pass/Fail Only.

EDU 511. C, D, E, in Global Education. 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. 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 551. 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. 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 582. Assessment, Curriculum and Ins. 3 Credits.

Fundamental concepts of educational curriculum planning and assessment for classroom teachers, including the relationship of assessment to educational standards and learning interpretation of results, improvement of techniques, and differentiation of planning. 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. 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 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.