

# Education (EDUC)

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## **EDUC 101. Teaching and Learning. 3 Credits.**

### **EDUC 304. Methods Teaching Elem Science. 2 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. Prerequisite: Level I Admission to Teacher Education, Science requirements for elementary education majors, EDUC 300 and EDUC 376.

### **EDUC 308. Meth & Mat Tchg Elem & Sec Art. 2 Credits.**

This course will cover the theory and practice of teaching art appropriate to grade and ability level. Instruction will include approaches to teaching, the elements and principles of design, art history, art production, and criticism. This course will also include budget development, risk and safety management, equipment purchasing and storage, and record keeping. Prerequisite: EDUC 300 and EDUC 376, admission to Level 1 Teacher Education.

### **EDUC 321. Integrating Tech into Educ. 1-3 Credits.**

This experiential course will assist the candidate in developing competencies in the integration of instructional technology into education and in developing skills to create an electronic portfolio. This course may be repeated for up to 3 credits. Prerequisite: EDU 370. 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.

### **EDUC 334. Method Tchng Intgrtd Lang Arts. 3 Credits.**

This will provide an introduction to the development of the communicative skills in elementary grades. Both expressive and receptive skills will be studied. Emphasis will be placed upon the communicative arts as taught in the schools as well as the developmental aspects of language growth in the child. Attention will be placed upon the role of the communicative skills in the school curriculum with particular emphasis on the school reading program. Prerequisite: Level 1 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.

### **EDUC 336. Integrated Field Experiences. 1-3 Credits.**

This course is taken by candidates in conjunction with their "methods and reading methods" of the program. Candidates will be placed in field experiences with the 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: EDUC 334. 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.

### **EDUC 345. The Adolescent Reader. 3 Credits.**

This course is designed to familiarize teacher candidates with national and state standards for adolescent reading proficiency and literacy. This course will explore the development of literacy skills and provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 5-12. Teacher candidates will learn to apply various strategies and technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels.

### **EDUC 347. Spch Hrng & Lng Dev Pre-Sch Ch. 3 Credits.**

An introduction to the area of hearing, speech, and language development of the pre-school child with opportunities for the student to explore the area of disorders due to developmental problems. Prerequisite: 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.

### **EDUC 355. Phonics & Word Identification. 3 Credits.**

This course will look at the importance of phonological awareness in an elementary school setting. It will develop the understanding of different ways that oral language can be manipulated and divided into smaller components. At the less complex end of the continuum, strategies will be taught that demonstrate an awareness that speech can be broken down into individual words. At the top of the continuum, phonemic awareness strategies will be taught to demonstrate an understanding that words are made up of individual sounds or phonemes that can be manipulated and that by segmenting, blending, or changing individual phonemes within words, new words are created.

### **EDUC 356. Exploring Writing in Elem Ed. 3 Credits.**

This course will prepare educators and pre-educators to understand the elements of writing in elementary grades. It will also provide strategies for employing writing. Some topics covered will include: Step-Up to Writing, Writer's Workshop, Six Traits of Writing, Writing Across the Curriculum, and Technical Writing.

### **EDUC 392. 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.

**EDUC 397CA. Meth Tch Intrgrtd Creative Art. 2 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 candidates' 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, HUM 210, EDUC 300, and EDUC 376.

**EDUC 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.

**EDUC 492. 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.

**EDUC 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.

**EDUC 500. Intro Curr Planning/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: EDUC 576. Graduate requirements are described in the course syllabus. Because 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.

**EDUC 502. Methods of Elementary Math. 2 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 500 and EDUC 576. Graduate credit requirements are described in the course syllabus. Because this class is 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.

**EDUC 504. Methods of Elementary Science. 2 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. Prerequisite: Level I Admission to Teacher Education, Science requirements for elementary education majors, EDUC 500 and EDUC 576. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 506. Mthds of Elem Soc Stdies. 2 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 Sciences and History general education requirements, EDUC 500 and EDUC 576. Graduate credit requirements are described in the course syllabus. Because this a 500 level class, 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 level section of this course.

**EDUC 507. Educational Measurement. 3 Credits.**

A course designed to enable students to understand and apply basic principles of educational and psychological measurement and evaluation emphasizing those statistical concepts used in the construction, implementation and interpretation of standardized and teacher generated measuring instruments.

Course Fees: \$30.00

**EDUC 511. Change Theory and Praticice. 3 Credits.**

This course is designed for master's degree students who are enrolled in the Instruction and Learning program. It is designed to investigate change theory and practice in learning environments that are critical to effective instruction and learning. Models will be reviewed and analyzed to support initiatives that increase the learning of all students. Prerequisite: All required content course work must be completed and approval of instructor.

**EDUC 512. Learning Theory. 3 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. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 513. Methods of 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 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 500 and EDUC 576. Graduate credit requirements are described in the course syllabus. Because 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.

**EDUC 515. Sem in Online Crse Design. 2 Credits.**

This virtual seminar provides an immersion in course design for online delivery utilizing a "learning management system" (LMS). By concurrently experiencing the LMS from the perspective of a student and a course designer, learners gain both practical, first-hand knowledge of best practices in online course design and hands-on experience adapting these principles to the design of specific courses within their own disciplines. Discussion focuses on the challenges of course adaptation from the traditional to the virtual classroom environment as they relate to the organization, sequencing, and delivery of course content utilizing the web-based elements and tools available within the LMS. Particular emphasis is placed on the actual mechanics of the LMS.

**EDUC 517. Research Methods. 3 Credits.**

The course is designed to assist teachers and other facilitators to develop the skills to read, interpret, evaluate, and utilize the results of systematic inquiry and empirically developed knowledge in their educational planning and decision-making. This implies a positive value orientation towards research-generated information as well as an understanding of the strengths and limitations of research methodology when compared to other approaches to developing knowledge.

Course Fees: \$30.00

**EDUC 520. Learning Technologies. 3 Credits.**

This course is an introduction to the theory and practice of both integrating technologies into the learner-centered classroom and to the learning technologies encountered throughout the graduate education courses at MSU-Northern. Candidates will explore the use of technologies to enhance learning environments, actively engage students, and to develop professional teaching practices. The development of standards-based electronic portfolios co-designed by the instructor and the individual candidate are a major outcome and learning project for this course.

**EDUC 521. Integrating Tech into Educ. 1-3 Credits.**

This experiential course will assist the candidate in developing competencies in integration of instructional technology into education and in developing skills to create an electronic portfolio. This course may be repeated for up to 3 credits. Prerequisite: EDU 370. Graduate credit requirements are described in the course syllabus. Because this class is 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.

**EDUC 522. Motivation and Learning. 3 Credits.**

This course is designed for master's degree students who are enrolled in the Instruction and Learning program. It is designed to investigate the theory, development and application of motivation in the learning environment. Major focus is placed on motivation models and strategies for enhancing motivation in individuals and groups. It will also analyze variables affecting motivation and environmental influences.

Course Fees: \$30.00

**EDUC 524. Meth Tchng Hist & Soc Sci. 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 include: A minimum of 15 semester hours in history and the social sciences and Junior standing, Level I Admission, EDUC 500 and EDUC 576. Co-requisite: EDUC 339.

**EDUC 525. Methods of Teaching 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 include: Level I Admission to Teacher Education, EDUC 500 and EDUC 576. Co-requisite: EDUC 339 Secondary Field Experience Because this is a graduate course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 530. Intgratng Cntnt Across 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 instruction across the K-8 curriculum. Prerequisites: Level I admission to Teacher Education, completion of all methods courses with a grade of "C" or better. Graduate credit requirements are described in the course syllabus.

**EDUC 532. Assessment & Evaluation. 3 Credits.**

This course is designed to provide candidates the foundation in assessment measures used in the learning environment that aid thoughtful decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion referenced and alternative methods of assessment focusing on research based best practices.

**EDUC 534. Tchg Integrated Lang Arts. 3 Credits.**

An introduction to the development of the communicative skills in the elementary grades. Both expressive and receptive skills will be studied. Emphasis will be placed upon communicative arts as taught in the schools as well as the developmental aspects of language growth in the child. Attention will be placed upon the role of the communicative skills in the school curriculum with particular emphasis on the school reading program. 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 the teaching of reading. Prerequisites: Level I Admission to Teacher Education, EDUC 500, EDUC 576, and EDUC 580. Graduate credit requirements are described in the course syllabus. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 535. Fund & Corr Strat in Rdg. 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. Graduate credit requirements are described in the course syllabus. Prerequisite: Level I Admission to Teacher Education, and EDUC 500, EDUC 576, and EDUC 580. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 536. Integrated Field Experiences. 1-3 Credits.**

This course is taken by candidates in conjunction with their "methods and reading methods" of the program. Candidates will be placed in field experiences with the 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: EDUC 534. Graduate credit requirements are described in the course syllabus. Because this class is 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.

**EDUC 537. Educational Measurement & Stat. 3 Credits.**

A course designed to enable students to understand and apply basic principles of educational and psychological measurement and evaluation emphasizing those statistical concepts used in the construction, implementation and interpretation of standardized and teacher generated measuring instruments.

**EDUC 540. Assessment 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. Because 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.

**EDUC 545. Rdg Wtg Crit Thkg Skills Curr. 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, EDUC 500 and EDUC 576. Graduate credit requirements are described in the course syllabus. Because 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.

**EDUC 547. Spch Hrng & Lang Dev Pre Schl. 3 Credits.**

An introduction to the area of hearing, speech, and language development of the pre-school child with opportunities for the student to explore the area of disorders due to developmental problems. Prerequisite: Level I Admission to Teacher Education. Graduate requirements are described in the course syllabus. Because this class is taken at the 500 level, it is a graduate course and expectations are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 548. Learning Theories. 3 Credits.**

This course will look at developing knowledge of learning theory and skill necessary to create learning environments where learning theory is applied to empower students as learners. The course will develop an understanding of learning theory; the ways in which application can transform instruction and learning practices; and how you can adapt your practices to apply learning theory to your goals and the context of your instructional environment.

Course Fees: \$30.00

**EDUC 550. Critical and Creative Thinking. 3 Credits.**

This course will provide an examination of the epistemological and environmental elements underlying critical, creative and futures thinking to the educational setting. Candidates will develop an understanding of the application of theory and technique to various content fields and learning environments. A group project proposing an application to an educational setting will be completed.

**EDUC 551. Diversity & Tech in the Clsrm. 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. Because 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.

**EDUC 552. Learning Systems. 3 Credits.**

This course is an examination of systems theory and applications in human development and learning environments. Emphasis is upon the understanding of cause and effect in the design and implementation of outcome oriented applications within diverse systems. A major component introduced in the course is the design of a learning system approach to a situation identified by the candidate.

**EDUC 553. Hlth Enh Elem Ed Dvrsty/Tech. 2 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. Prerequisite: HPE 235 and Level I Admission to Teacher Education. Graduate credit requirements are described in the course syllabus. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 554. Graduate Seminar. 3 Credits.**

This course will explore contemporary dialogue in the field of education and learning at the international, national, state, regional and local levels. Specific attention will be given to conversations about improving learning and the challenges this entails in a system that is driven by local and state control but increasing funded and mandates at the federal level. Low performing school and strategies for improvement will be explored and discussed. Course Fees: \$30.00

**EDUC 557. Safety Education. 2 Credits.**

This course is a study of the basic principles of safety education and their application to the schools. Assigned work and examinations for graduate students are more extensive and will probe more deeply than those for undergraduate students.

**EDUC 558. Mastery Learning. 3 Credits.**

This course provides the student the opportunity to engage in the process of exploring the theory of mastery learning and its application to specific content areas by developing teaching strategies that will improve learning outcomes. Included in the course will be a review of literature that reflects research-based practices and content expert characteristics to improve learning outcomes.

**EDUC 561. 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 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. Because 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.

**EDUC 562. Traffic Safety Education II. 3 Credits.**

A continuation of EDUC 561 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. EDUC 561 may be taken concurrently. Graduate credit requirements are described in the course syllabus. Because 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.

**EDUC 563. 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. Because 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.

**EDUC 565. Mtr Vehicle Law & Enforcement. 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. Because 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.

**EDUC 571. Graduate Consultation Course. 3 Credits.**

This course is permitted only for master's degree students who have completed all of their coursework but who need additional faculty or staff time. This course may not be used for degree credit. This course provides the Instruction and Learning student with the option of maintaining graduate status through the Graduate Studies continuous enrollment policy. Prerequisite: All required content course work must be completed and approval of instructor. The course is Pass/Fail.

**EDUC 573. Lrng Technologies Assessments. 3 Credits.**

This course is an inquiry into the evaluation of the appropriateness and potential of technologies to enhance learning objectives and learning environments - as well as the practice of using technologies to improve the assessment and evaluation of students within those environments. Students will be able to articulate the contexts, conditions, and values of utilizing particular assessments across a range of learning situations. Particular emphasis will be paid to the use of assessment strategies in meeting local, state, and national standards.

**EDUC 575. Cooperative Learning. 3 Credits.**

The Cooperative Learning course is designed to support instructors to effectively set-up, manage and debrief group work so that students learn content and interpersonal skills conducive for cooperative learning. Educators become proficient in group set-up, monitoring and debriefing. They learn how to prevent typical learning environment problems that often occur during group work and manage effectively those problems that do occur. Candidates learn to manage collaborative processes so that learners achieve course outcomes and interpersonal skills simultaneously.

**EDUC 576. 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: EDUC 500. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 577. Multiple Intelligences. 3 Credits.**

Multiple Intelligences will enable educators to understand in depth the characteristics of each of the intelligences, to creat diverse strategies of teaching through the intelligences, and to develop various entry points for integrating the intelligences into an schoolwide program.

**EDUC 580. Classroom Environment & Mangmt. 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. Graduate credit requirements are described in the course syllabus. Prerequisite: Level I Admission to Teacher Education, EDUC 500 and EDUC 576. Because this is an upper division course, expectations for student performance is at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**EDUC 591. 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.

**EDUC 592. 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.

**EDUC 598. Graduate Exit Project. 3 Credits.**

This course continues the process of completing the Graduate Exit Project either the candidate selected Action Research project (APR) or the Program Electronic Portfolio (PEP). Program faculty will work closely with candidates in the final stages of completing the program exit requirement (action research project or program electronic portfolio). The completed exit project will be presented to faculty for approval completion of all course work. Course Fees: \$30.00

**EDUC 1391. Special Topic Con Ed. 12 Credits.**

Continuing Education Course.

**EDUC 1591. Spec Topic Con Ed. 1-12 Credits.**

Continuing Education Course.