EDU 101US, Teaching and Learning, 3 Credits. (3 Sem) F,S
PREREQUISITE: First year students (less than 30 credits) only. This course is an introduction to the profession of public school teaching. Topics treated include the nature of knowledge, the development of public education, the training of teachers, the nature of schools today, education policy, and society's expectations of schools.

EDU 202, Early Field Experience, 1 Credit. (1 Lab) F,S
Students will explore the profession of teaching by attending an orientation, conducting in-school observations and interviews, recording personal reflections in a portfolio, and participating in two seminar sessions to debrief/discuss their experiences.

EDU 204A, Arts & Lifelong Learning, 3 Credits. (3 Lec) F,S
This course explores how dance, drama, music and the visual arts offer students expressive ways to learn and inquire about themselves, their social and physical worlds. Students engage in creative arts by exploring content, practicing critical inquiry skills and reviewing aesthetic perspectives.

EDU 211D, Multicultural Education, 3 Credits. (3 Lec) F,S
PREREQUISITE: EDU 222IS or EDU 223IS and Sophomore Standing. Examination of the school-society relationship in the United States and of the many issues and variables embedded in this relationship, including equal opportunity, human diversity, ideology, politics and social change. Foundational perspectives (historical, political, social, and policy) will be explored.

EDU 222IS, Educ Psych & Child Development, 3 Credits. (3 Lec) F,S
Human growth and psychological development of school age students, to include physical, cognitive, and psychosocial development within an educational, familial, and societal context. An examination of theory and research related to the development, learning and motivation of school age students. Implications for effective classroom teaching will be identified throughout the course.

EDU 223IS, Educ Psych & Adolescent Dev, 3 Credits. (3 Lec) F,S
Human growth and psychological development of middle and high school students, to include physical, cognitive, and psychosocial development within an educational, familial, and social context. An examination of theory and research related to the development, learning and motivation of middle and high school students. Implications for effective classroom teaching will be identified throughout the course.

EDU 263, Teaching Grammar Through Writing, 3 Credits. (3 Lec) F,S
This course explores the structure and function of the English language. In particular, study of grammar including the eight parts of speech, types of phrases and clauses, sentence structure and fluency, word usage, and other language conventions will be addressed.

EDU 290R, Undergraduate Research, 1-6 Credits. (1-6 Ind; max unlimited) F,S
Directed undergraduate research which may culminate in a written work or other creative project. Course will address responsible conduct of research.

EDU 291, Special Topics/Exprmntl Course, 1-4 Credits. (1-4 Lab; 12 cr max) F,S
On Demand Max 12 cr. PREREQUISITE: None required but some may be determined necessary by each offering department. 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 292, Independent Study, 1-3 Credits. (1 Ind; 3 cr max) F,S
PREREQUISITE: Sophomore Standing. Examination of the school-society relationship in the United States and of the many issues and variables embedded in this relationship, including equal opportunity, human diversity, ideology, politics and social change. Foundational perspectives (historical, political, social, and policy) will be explored.

EDU 330, Emergent Literacy, 3 Credits. (3 Lec) F,S
Alternate PREREQUISITE: EDU 222IS or EDU 223IS. Current theory concerning emergent literacy and developmentally appropriate classroom practices. Emphasis is on a balanced approach which includes phonics and other cue systems, use of authentic children's literature, and use of programmed reading materials.

EDU 331, Lit and Literacy for Children, 3 Credits. (2 Lec; 1 Lab) F,S
PREREQUISITE: EDU 222IS or EDU 223IS. A survey of children's books with an emphasis on their use in K-8 classrooms. Introduces the history and current genres of children's literature, selection criteria, award-winning books, and strategies for sharing books with students.

EDU 332, Lit and Arts in Context, 9 Credits. (3 Lec, 6 Lab) Su
Study of British and French literature for children is integrated with experiences in the arts. The course includes a three-week trip to England and France where participants will visit historical sites and see performances that bring stories to life.

EDU 342, Managing the Learning Envir, 3 Credits. (3 Lec) F,S
PREREQUISITE: Good standing in the Teacher Education Program. This course examines key factors in establishing a healthy learning environment for K-12 students. The course will explore factors that contribute to student success such as school law and policy and their relationship to the establishment of effective and respectful management, engaging classroom instruction, and meaningful learning for all students.

EDU 370, Integrating Tech into Educ, 2 Credits. (1 Lec, 1 Lab) F,S,Su
PREREQUISITE: EDU 222IS or EDU 223IS. Exploration of technology use in society and effects on teaching and learning. Includes strategies for developing technology-rich curriculum and techniques for enhancing learning through integration of technology and 21st century skills.

EDU 382, Assessmnt, Currlic, Instructn, 3 Credits. (3 Lec) F,S
PREREQUISITE: EDU 222IS or EDU 223IS. Fundamental concepts of differentiated educational assessment for classroom teachers including the alignment of assessment to curriculum standards and essential understandings, quality of assessment, principles of item construction, evaluation of student responses, interpretation of results, and improvement of techniques.

EDU 395, Practicum, 1-3 Credits. (1-3 Lab; 12 cr max) F,S,Su
PREREQUISITE: Q core, EDU 382, and good standing in Teacher Education Program. Students will be assigned to school classrooms to observe children, teachers, and teaching strategies and to co-teach lessons in classrooms. Sections will be specific to grade level 5-12, K-8, or K-12. See advisor for appropriate section and information on term offerings.

EDU 397, Methods, 3 Credits. (1-3 Lec, 0-2 Lab) F,S
PREREQUISITE: EDU 382 and good standing in Teacher Education Program. This course is divided into multiple sections that cover specific elementary content areas. Sections include K-5 Art, K-8 Creative Arts, K-4 and K-8 Health Enhancement, K-8 Language Arts, K-8 Math, and K-8 Science. Students explore the methods of teaching content, skills, and attitudes in the elementary classroom and learn best practices for teaching in each content area.

EDU 397R, Methods: K-8 Social Studies, 3 Credits. (3 Lec) F,S,Su odd years
This course explores the structure and function of the English language. In particular, study of grammar including the eight parts of speech, types of phrases and clauses, sentence structure and fluency, word usage, and other language conventions will be addressed.

EDU 401, Intro Lit Leadership Ed, 3 Credits. (3 Lec) F
PREREQUISITE: EDU 330 or EDU 397 (K-8 Methods: Language Arts), and good standing in Teacher Education Program, or consent of instructor. This course will introduce students to the role and responsibilities of reading specialists in the professional school setting. Topics include collaborating with colleagues, parents, and the community, current practice in literacy professional development, and reading policy.

EDU 408, Professional Issues: K-12, 2 Credits. (2 Lec)
PREREQUISITE: Senior standing, completion of all coursework, and good standing in Teacher Education Program. Overview of salient issues to include applied evaluation, classroom management and discipline, cooperative learning, law, contracts, certification, professional organizations, ethics, resume, job seeking, and professionalism.

EDU 409, Professional Issues: K-8, 2 Credits. (2 Lec)
PREREQUISITE: Senior standing, completion of all required EDEL methods courses, and good standing in Teacher Education Program. Senior capstone course. Review the role of teachers and elementary school; school law; teacher contracts; certification; professional organizations; ethics; job seeking; job success; cooperative learning; and other critical issues for elementary education majors.

EDU 411, ESL/Teaching Culturally/Linguistically Diverse K-12 Students, 3 Credits. (3 Ind) F
PREREQUISITE: EDU 211D and EDU 222IS or EDU 223IS, or consent of instructor. This course provides an overview of linguistically/culturally appropriate instructional strategies for K-12 teachers to implement with English Language Learners in the regular classroom. This course examines current research, controversial issues, and best practices surrounding second language acquisition and language learning.

EDU 422, Ed Computing Mgmt/App, 1-3 Credits. (1-3 Ind; 3 cr max) F,S
On Demand PREREQUISITE: EDU 370. A flexible format that allows the student to select hands-on learning modules based on student need and interest in educational technology and 21st century skills.
EDU 432. Literacy Across the Curriculum. 2 Credits. (2 Lec, 1 Lab) F
Hands-on experiences in the production of advanced instructional media materials. Emphasis on exploration of technology through current and cutting edge technologies. Appropriate for media specialists, teachers, trainers and communicators interested in using the new technology tools.

EDU 481. Literacy Across the Curriculum. 2 Credits. (2 Lec) F
PREREQUISITE: EDU 330 or EDU 397 (Methods: K-8 Language Arts), and good standing in the Teacher Education Program. Techniques, materials, and theories in teaching effective reading skills in all content fields, grades 5-12.

EDU 490R. Undergraduate Research. 1-6 Credits. (1-6 Ind; 12 cr max) F,S
Directed undergraduate research which may culminate in a research paper, journal article, or undergraduate thesis. Course will address responsible conduct of research. May be repeated.

EDU 491. Special Topics. 1-4 Credits. (1-4 Lec; 12 cr max) On Demand
PREREQUISITE: Course prerequisites as determined for each offering. 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. (1-3 Ind; 6 cr max) On Demand
Max 6 cr. PREREQUISITE: Junior standing, consent of instructor, and approval of department head. Directed research and study on an individual basis.

EDU 493. Study Abroad. 1 Credit. (1 Sem; 4 cr max) On Demand
PREREQUISITE: Junior standing and as determined for each offering. Topics offered at the upper division level which are not covered in regular courses. Students participate in preparing and presenting discussion material.

EDU 494. Seminar: Lab Safety. 1 Credit. (1 Sem; 4 cr max) F,S
PREREQUISITE: Junior standing. Topics offered at the upper division level which are not covered in regular courses. Students participate in preparing and presenting discussion material.

EDU 495. Student Teaching. 5-16 Credits. (5-16 Ind; 16 cr max) F,S
PREREQUISITE: Senior standing, completion of all required coursework, and good standing in Teacher Education Program. Observation and teaching in a classroom setting; preparation and delivery of lesson plans, and teacher work sample. The student teaching experience will occur under the supervision of experience teachers and MSU field supervisors.

EDU 495R. Student Teaching. 5-16 Credits. (5-16 Ind; 16 cr max) F,S
PREREQUISITE: Senior standing, completion of all required coursework, and good standing in Teacher Education Program. Observation and teaching in a classroom setting; preparation and delivery of lesson plans, and teacher work sample. The student teaching experience will occur under the supervision of experienced and licensed teachers and MSU field supervisors.

EDU 496. Methods: K-12 Modern Languages. 4 Credits. (3 Lec, 1 Lab) S
PREREQUISITE: EDU 382, 20 or more credits in subject area, and good standing in Teacher Education Program. Provides prospective foreign language instructors with a practical and theoretical foundation for planning (including lesson/unit), implementing teaching, and evaluating programs and learning for levels K-12. Content reading skills are also addressed. Includes practicum experience for majors only.

EDU 497. Methods. 3 Credits. (2 Lec, 1 Lab; 20 cr max)
PREREQUISITE: EDU 382, 20 or more credits in subject area, and good standing in the Teacher Education Program. This course is divided into multiple sections that cover specific secondary content areas. Sections include 5-12 Ag & Tech Ed, 5-12 Art, 5-12 English, 5-12 Social Studies, 5-12 Family and Consumer Sciences, 9-12 Mathematics, 5-12 Health Enhancement, and 5-12 Science. Students learn best practices for teaching in each content area, research based instructional strategies, methods for teaching and evaluating, and curriculum design and planning.

EDU 497R. Methods: 5-8 Mathematics. 3 Credits. (1-3 Lec, 0-1 Lab) S
PREREQUISITE: EDU 382, M 234 or M 242, junior standing, and good standing in Teacher Education Program. Effective techniques in presenting materials, planning class activities, and creating good learning experiences. Methods of teaching and evaluating arithmetic, remedial mathematics, basic geometry, introductory algebra, and reading/writing mathematics.

EDU 498. Internship. 1-5 Credits. (1-5 Ind; 5 cr max) On Demand
Max 5 cr. PREREQUISITE: EDU 382 and consent of instructor. An individualized assignment with a professional agency to provide a guided field experience.

EDU 511. Teaching Culturally and Linguistically Diverse K-12 Students. 3 Credits. (3 Lec) Su
PREREQUISITES: A student needs to be a current K-12 teacher, licensed in Montana with at least two years of teaching experience (or instructor approval). COREQUISITES: EDU 512. In-service k-12 teachers will learn how they will be able to enhance their instruction and adapt their materials to make their content comprehensible to English Language Learners (ELLs) in regular classroom settings. An examination of second language development and socio-cultural factors that affect ELLs’ academic performance will be conducted. American Indian ELLs, who make up the majority of ELLs in Montana, will be the focus. Best practices for helping ELLs develop academic language and literacy skills will be addressed. The SIOP (Sheltered Instruction Observation Protocol) Model, a comprehensive, research-validated approach to making content comprehensible for ELLs, will be reviewed.

EDU 512. Literacy Development for Culturally & Linguistically Diverse K-12 Students. 3 Credits. (3 Lec) Su
PREREQUISITES: A student needs to be a current K-12 teacher, licensed in Montana with at least two years of teaching experience. Or instructor approval. COREQUISITES: EDU 511. Literacy Development for Culturally and Linguistically Diverse K-12 Students is a 3-credit graduate course designed to extend teachers' knowledge of literacy instruction to secondary ELLs. Participants will analyze and apply linguistic instructional approaches specific to orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development. They will also develop reading strategies to facilitate the learning and literacy development of ELLs in secondary core content classrooms, applying these strategies to modify lessons and adapting textbooks to help ELLs succeed academically.

EDU 513. Assessment of English Language Learners. 3 Credits. (3 Lec) Su
PREREQUISITES: EDU 511, EDU 512 CO-REQUISITES: EDU 514 In this course participants will explore formative and summative assessments for K-12 English Language Learners (ELLs). They will critically examine English Language Development Standards and how these standards support and drive authentic assessment. Participants will create assessment tools targeting the unique needs of ELLs and determine how different types of assessments guide instruction.

EDU 514. Culturally Responsive Pedagogy. 3 Credits. (3 Lec) Su
PREREQUISITES: EDU 511, EDU 512 CO-REQUISITES: EDU 513 This course is an in-depth analysis of the theory and practice of cultural diversity in educational contexts with an emphasis on linguistic diversity and how best to meet the needs of culturally and linguistically diverse students in the regular classroom. Techniques to create an IFPA sheltered lesson plan by familiarizing yourself with a variety of activities that cover the components and features of the Sheltered Instruction Observation Protocol (SIOP) methodology will be explored.

EDU 519. Special Topics. 1-4 Credits. (1-4 Lec; 12 cr max) On Demand
PREREQUISITE: Course prerequisites as determined for each offering. 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 600. Doctoral Seminar. 3 Credits. (3 Sem) F
PREREQUISITE: Doctoral standing and instructor approval. This course introduces and orient new students to the expectations and culture of doctoral study.

EDU 602. Educational Statistics II. 3 Credits. (3 Lec) On Demand
PREREQUISITE: Graduate standing and EDCT 501. The application of statistical processes to the analysis of educational data. Educational problems that apply multifactor ANOVA, multiple comparison techniques, ANCOVA, multiple regression, and factor analysis in their solution are included.
EDU 606. Mixed Methods Research Design in Education. 3 Credits. (3 Lec)S
PREREQUISITES: The prerequisites for this course include: EDCI 507 – Qualitative Research Methods or with a grade of C or better and EDCI 501 – Educational Statistics 1 with a grade of C or better. This course provides graduate students an advanced mixed methods research knowledge and concepts, including research designs, strategies for data collection, analysis, and integration of both qualitative and quantitative findings of a research, and its applications in education research.

EDU 607. Quantitative Educational Research. 3 Credits. (3 Lec) On Demand
PREREQUISITES: EDCI 642, EDCI 506, and graduate standing. This course explores the implications of and application of the quantitative research paradigm to systematic inquiry within the field of education. The course includes quantitative designs, design-related data collection and management methodologies, appropriate data analysis and writing strategies, and the role of quantitative research in decision-support. Students will plan and complete a quantitative research project. Course will address responsible conduct of research.

EDU 608. Advanced Quantitative Research. 3 Credits. (3 Lec) On Demand
PREREQUISITES: Graduate standing and EDU 607. Doctoral Students will operationalize a research plan proposed in EDU 607. Specifically, they will refine their research proposals to produce a dissertation proposal that is defensible by piloting research procedures, data collection methods, data analysis techniques, and presentation of results in written and oral formats.

EDU 610. Qualitative Educational Research. 3 Credits. (3 Lec) F
PREREQUISITES: Graduate standing and EDCI 506. This course explores the implications and application of the qualitative research paradigm to systematic inquiry within the field of education. Methods used in qualitative research including techniques of data collection, analysis, and reporting will be reviewed. Students will plan and complete a qualitative research project. Course will address responsible conduct of research.

EDU 611. Advanced Qualitative Research. 3 Credits. (3 Lec) F,S
PREREQUISITES: EDU 610. This course will expose advanced graduate students to a variety of sophisticated qualitative approaches common to the fields in the social sciences. Students will consider the philosophical, ethical, and social-cultural contexts that underpin that major qualitative traditions such as phenomenology, grounded theory, narrative, and case study methodologies. Students are expected to analyze the conceptual differences of these approaches with an emphasis of critique and application to extant research and an original research project. Students will apply philosophical, epistemological, and methodological foundations commonly associated with the qualitative paradigm to design and carry out a sound and rigorous independent research study.

EDU 612. Critical Race Theory. 3 Credits. (3 Lec) On Demand
PREREQUISITES: Graduate standing. Critical Race Theory (CRT) is an analytical framework that provides a raced-based epistemological and methodological approach to study racial inequality in education. This seminar focuses on the application of CRT to educational leadership, policy, and practice.

EDU 613. Indigenous Methodologies in Educational Research. 3 Credits. (3 Sem) On Demand
PREREQUISITES: Graduate standing. An examination of interdisciplinary methodologies demonstrated in an sociocultural context highlighting ethical practices when researching Indigenous peoples. Students get guidance in framing a culturally attuned methodology for their research and examine critiques of Indigenous methodologies.

EDU 614. Planning Program Assessment. 3 Credits. (3 Lec) On Demand
PREREQUISITES: Graduate standing. This course exposes students to the accepted literature, evaluation models, standards, strategies, and skills to plan and carry out an assessment or program evaluation of post-secondary educational programs or other administration settings. These assessments are aimed at various internal and external clients including accrediting agencies, national funding organizations, and other governing bodies of higher education.

EDU 617. Participatory Research in Education. 3 Credits. (3 Sem) S
Alternate Odd Years PREREQUISITES: Acceptance into a doctoral program (EdD or PhD) in Education or consent of the instructor. Preparations students to conduct rigorous research in partnership with communities, develop comprehensive knowledge of participatory research as an emerging educational research orientation, and provide leadership as project directors, principal investigators, and university faculty members.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Adobe Garamond Pro.

The editor may contact Leepfrog for a draft with the correct fonts in place.