EDU 101US. Teaching and Learning, 3 Credits. (3 Sem) ES
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) ES
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 204IA. Arts & Lifelong Learning. 3 Credits. (5 Lec) ES
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)
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) ES
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 and Adolescent Dev. 3 Credits. (3 Lec) ES
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) ES
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) ES
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/Experient Course. 1-4 Credits. (1-4 Lab; 12 cr max) 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) ES
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) even years.
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) ES
PREREQUISITE: EDU 222IS or 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 341. Managing the Learning Environment for K-12/Secondary. 3 Credits. (2 Lec) ES
PREREQUISITE: EDU 222IS or EDU 223IS. Through scholarship and in-class practice, each class member will develop a theoretical and practical understanding of behavioral management. We'll examine key factors in establishing a healthy learning environment for 5-12 students.

EDU 347. Effective Classroom Management. 2 Credits. (2 Lec) ES
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 348. Yet Another Read- Aloud. 1 Credit. (1-3 Ind; 3 cr max) ES
PREREQUISITE: EDU 222IS or EDU 223IS. 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 349. Practicum. 1-3 Credits. (1-3 Lab; 12 cr max) ES,
PREREQUISITE: Q core, EDU 382, and good standing in Teacher Education Program. Students will be assigned to school classrooms to observe children, teachers, and classroom 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; 25 cr max) ES
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. MethodsK-8 Social Studies. 3 Credits. (3 Lec) ES,
PREREQUISITE: EDU 382, completion of 3 required social science courses, and good standing in the Teacher Education Program. Identification of goals, objectives, and instructional strategies for elementary social studies.

EDU 401. Intro Lit Leadership Ed. 3 Credits. (3 Lec) S
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. 3 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 EDL 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 Sem) ES
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) 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. Likelihood and Literacy for Young Adlts. 3 Credits. (3 Lec) F
CR 3 LEC 5 PREREQUISITE: EDU 331 Survey of materials for young adult readers.
Includes literary analysis, pedagogy, electronic resources, and motivational strategies.

EDU 438. Tests, Assessment, Diagnosis and Instr. 3 Credits. (2 Lec, 1 Lab) F
PREREQUISITE: EDU 330, EDU 382, and good standing in Teacher Education Program.
Current theory and techniques in literacy assessment and individualization.
Emphasis will be on specific instructional strategies that focus on independence
in reading and writing. A practicum is included.

EDU 470. Advanced Educ Technology. 3 Credits. (2 Lec, 1 Lab) F
Hands on experiences in the production of advanced instructional media materials.
Emphasis on exploration of techniques using 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
Max 12 cr. 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: EDU 330. 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 working 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 literacy teaching 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 COREQUISITES: EDU 514 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 IEFA 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 591. 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 EDIC 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: EDIC 507 – Qualitative
Research Methods with a grade of C or better and EDIC 501 – Educational Statistics I
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
PREREQUISITE: EDIC 602, EDIC 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. This 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)ES
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. Prepares 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.

EDU 637. Institutional Research and Assessment. 3 Credits. (3 Lec) On Demand
PREREQUISITE: Graduate standing, EDCI 506 or comparable research course, and EDLD 616. This course will explore (a) the roles of institutional research and assessment in higher education; (b) appropriate measures of academic and administrative assessment, internal and external data sources, and analytic strategies; and (c) the communication of information to academic and administrative decision makers.

EDU 650. Dissertation Seminar. 3 Credits. (3 Sem) F
PREREQUISITES: Doctoral standing and consent of instructor. This course is designed to help students prepare their dissertation proposal.

EDU 690. Doctoral Thesis. 1-12 Credits. (1-12 Ind Study) F,S,Su
PREREQUISITES:Doctoral Standing Restricted Entry: Requires contract with major advisor. Course will address responsible conduct of research.