

# EDUCATION (EDU)

---

## EDU 200 INTRODUCTION TO EDUCATION 3 Credit

Introduction to Education provides a broad overview and introduction to issues relevant to K-12 education in the United States for candidates considering the teaching profession and teaching licensure in the state of Montana. Along with a twenty hour K-8 field practicum, candidates will explore the development and organization of public education through knowledge of its history and philosophies. Ethical issues; pertinent laws; current governance, funding and structure will also be topics of discussion in this course. The importance of a safe school community will be discussed. Curriculum approaches and lesson plan design will be introduced. This class is required for all education majors as well as for degreed students seeking licensure. Students will be required to complete fingerprinting and background check as well as provide evidence of teacher liability insurance.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

## EDU 202 INTRO TO GIFTED EDUCATION 2 Credit

This course is designed for prospective teachers who require current research, trends, and practices within the field of education of the gifted and talented. Gifted and talented students have special needs that require instructional and curricular modifications commensurate with their abilities within the classroom setting and specialized programs. This course provides the students with an overview of giftedness as it relates to young people and as it provides an introduction to virtually all aspects of program planning and development.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

## EDU 244 INSTRUCTIONAL TECHNOLOGY 2 Credit

The focus of this course will be the development of competence in the use of technology for the purpose of teaching and learning in the classroom setting. Candidates will examine the underlying theories regarding effective technology integration in the classroom and will explore numerous technological tools which can support effective teaching and learning. Candidates will also learn about the safe use of technology, including social media. Candidates will be introduced to concepts of teaching online and will create an online classroom comprised of various digital components.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

## EDU 255 MATH & MTHDS ELEM TEACHERS I 3 Credit

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of number and operations for prospective elementary and middle school teachers, including whole numbers, decimals, fractions, percents, operations, numeration systems, and problem solving. Assessment, error detection and correction of mathematics misconceptions will also be addressed.

**Pre-requisite: MTH 106**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Lecture, Web Based**

**Equivalencies: MTH 255**

## EDU 256 MATH & MTHDS ELEM TEACHERS II 3 Credit

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of geometry and geometric measurement for prospective elementary and middle school teachers, including synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving. Assessment, error detection and correction of mathematics misconceptions will also be addressed.

**Pre-requisite: MTH 106**

**Grade Mode: Standard Letter, Audit, Transfer**

**Course Offerings: Hybrid, Lecture, Web Based**

**Equivalencies: MTH 256**

## EDU 260 MULTICULTURAL AND AMERICAN INDIAN EDUCATION 3 Credit

Multicultural Education will prepare candidates to create a classroom learning environment to effectively meet the needs of all students. With increasing diversity in student populations, appropriate, informed, and sensitive approaches are necessary to create equitable experiences. This course will help candidates examine how race, ethnicity, and culture influence students' school experiences and how the beliefs, biases, and background candidates bring to the classroom impact your teaching. Indian Education for All (IEFA) is a primary topic for this course as candidates explore the distinct and unique cultural heritage of American Indians, particularly tribes that reside in Montana. The seven Essential Understandings Regarding Montana Indians and additional IEFA resources will be studied and integrated into student planning.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

## EDU 261 INTRO TO EXCEPTIONALITIES 3 Credit

This course is a foundation course which introduces the teacher candidate to the various exceptionalities, introduces methods for intervention, and provides an opportunity to observe 21 hours in the school setting the procedures and practices in the education of individuals with disabilities. Various forms of diversity are studied along with how exceptionalities affect families. The federal mandate to provide a free appropriate public education in the least restrictive environment for children and adolescents with disabilities is closely reviewed as well as the Responsiveness to Intervention model of identifying students with learning disabilities.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

## EDU 284 COGNITIVE PSYCH APPLIED TO LRN 4 Credit

Cognitive processing concepts relevant to the practice of education are explored. Topics include basic developmental neurobiology, learning theories (of influential researchers including Thorndike, Piaget, Vygotsky, Bandura) attention, memory, motivation, higher-order thinking (including meta-cognition, problem solving, creativity, transfer, and critical thinking). Students will then apply the above cognitive processing foundations and current research to the subjects reading, writing, mathematics, and problem solving as relevant to the practice of education. Students will accomplish this through readings from text books and current scholarly journals, case study analysis, and an end of course literature review on a topic relevant to the course content. All work for this course is expected to be in APA format.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 290 EDUCATIONAL PSYCHOLOGY 3 Credit**

Candidates explore the nature of human growth and development from the viewpoint of learning, discuss factors that contribute to academic success, and connect effective teaching and the positive impact it has on student motivation and learning. Theoretical knowledge, educational research, and practical applications are stressed.

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Lecture**

**EDU 302 LITERATURE FOR YOUNG ADULTS 1 Credit**

Students will develop a rationale for education and society to support adolescent literacy. Students will survey Adolescent Literacy titles, authors and digital sources in all genres of literature and publications as well as showing knowledge of professional review sources for the evaluation and selection of adolescent literature. Students will demonstrate integrating literature into teaching different curriculums and enhancing the diverse needs and cultures of students, as well as addressing issues concerning publications and intellectual freedom.

**Pre-requisite: EDU 200, ENG 117**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 312 SOCIAL/EMOTIONAL COMP. GIFTED 3 Credit**

This course is designed to address the social and emotional needs of students who display gifted behaviors and to discuss current research on affective growth and potential adjustment problems of gifted youth. This course is specifically designed to help teacher candidates understand the cognitive complexity and emotional intensity of high ability students. An overview of psychological theory, current research, and practical counseling techniques will provide beginning teachers with a supportive network of developmental knowledge and strategies to help them serve this special population.

**Pre-requisite: EDU 202, ENG 117, EDU 200**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 313 DEV GIFTED & TALENTED PROGRAMS 3 Credit**

This course is designed to introduce the variety of models used in programming services for high ability youth. Participants will review the research and history regarding talent development and gifted education. Program models, which focus on talent development, curriculum modification, and differentiation, will be explored in depth. Participants will spend a majority of their time learning how to implement a classroom-based or school-based enrichment and talent development program. Additionally, the role of the enrichment specialist will be articulated so that a teacher candidate will be prepared to design and develop a comprehensive program for a school district and work directly with classroom teachers to develop curricular options to meet the academic and social needs of students.

**Pre-requisite: EDU 202, ENG 117, EDU 200**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 315 CURRICULUM DESIGN AND ASSESSMENT OF LEARNING 2 Credit**

Curriculum, Instruction and Assessment will guide candidates in the development and design of curriculum, instruction, and assessment based on state standards and incorporating best practices for meeting the learning needs of K-12 students. A student-centered approach to learning will be emphasized with candidates developing teaching/learning cycles that are clearly aligned to curriculum outcomes using formative and summative assessment results to inform evaluation, remediation, and instructional planning. Candidates will also develop assessment literacy in understanding standardized measures and data driven decision making.

**Pre-requisite: ENG 117**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 320 EXCEPTIONALITIES 3 Credit**

Exceptionalities will introduce candidates to the range of exceptionalities students will encounter in the general education classroom and methods for intervention. Candidates will gain understanding in characteristics of exceptionality and explore legislation guiding policy for students with disabilities as well as students identified as gifted and talented. Practical application will include planning and teaching strategies for differentiating instruction, universal design, and working with families. The Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) will be examined.

**Pre-requisite: ENG 117**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 325 CLASSROOM COMMUNITIES AND MANAGEMENT 2 Credit**

Candidates learn how to create a classroom community plan that establishes an orderly, safe, and inclusive classroom. They will develop communication techniques that motivate students, ensuring that what is communicated is relevant, meaningful and engaging. Strategies are also shared that develop positive and trusting peer-to-peer, teacher-to-student, and teacher-to-parent relationships.

**Pre-requisite: ENG 117**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 336 DEVELOPING EMERGENT LITERACY 1 Credit**

The focus of this course is on how young children learn literacy skills and how educators can provide developmentally appropriate communication arts experiences in the classroom. Teacher candidates will demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences in the area of language and teaching. Fieldwork up to 5 hours required.

**Pre-requisite: EDU 200, ENG 117**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 338 TEACHING READING: CONTENT AREA 2 Credit**

Candidates will recognize the need for teaching reading and literacy skills and strategies in content area courses and the necessity for a range of reading materials and sources in content learning to meet diverse reading abilities and cultural backgrounds. Candidates will prepare lesson plans for the teaching/learning of reading strategies and skills before, during and after reading in content courses and demonstrate teaching techniques that support their lesson planning.

**Pre-requisite: EDU 200, ENG 117**

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 341 METHODS IN ELEM SCIENCE 2 Credit**

This course is designed for prospective elementary teachers who require current research, trends, practices, and knowledge of professional literature within the field of elementary science instruction. Topics include current Montana and National Science Education Teaching Standards, research-based, developmentally appropriate methods, lesson planning, and assessment of teaching elementary school science, and correction of science misconceptions. Fieldwork up to 10 hours required.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 342 METHODS IN ELEM SOCIAL STUDIES 2 Credit**

In Methods in Elementary Social Studies candidates learn and practice engaging strategies for teaching history, government, geography, and economics in a K-8 classroom. Candidates will explore resources, curriculum standards, and procedures to guide their students to be informed, responsible citizens, who use inquiry and problem solving to make thoughtful decisions. The importance of civil discourse in a culturally diverse society will be emphasized.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 350 CHILD & LANGUAGE DEVELOPMENT 4 Credit**

The course will focus on the importance of development from birth through adolescence. How receptive and expressive language development affects reading and written language as well as learning in all other academic areas will be studied. Psychological, physiological, biological, cognitive, emotional, moral, and social development will be reviewed and candidates will demonstrate through written projects their knowledge of typical and atypical development of children along with the part that language research has played in the historical development of theories of education and learning.

**Pre-requisite:** PSY 200, EDU 200, ENG 117

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 352 HIGHER MATHEMATICS AND METHODS FOR ELEMENTARY TEACHERS 3 Credit**

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of integers, algebra, number theory, probability and statistics for prospective elementary and middle school teachers, including proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory. Differentiation, assessment, error detection and correction of mathematics misconceptions will also be addressed.

**Pre-requisite:** MTH 255, MTH 256, MTH 106, MTH 108, MTH 110, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 353 METHODS IN ELEMENTARY ART 2 Credit**

This course prepares candidates in the teaching of elementary art education. At the end of this course, candidates will understand the use of visual arts for child development, communication and problem solving. The candidates will be able to integrate the visual arts into the content areas, Indian Education for All, as well as other art forms, such as music, dance and drama. A portfolio of elementary art projects including examples and lesson plans which are aligned to the Montana Standards for the Visual Arts will be completed during this class.

**Pre-requisite:** EDU 200, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 355 DEVELOPMENTAL DISABILITIES 3 Credit**

Review the philosophical, historical, and legal foundations of the field of developmental disabilities. The student will review recent research, trends and practices in the field of developmental disabilities. The framework for discussion of students with developmental disabilities will include the following: Physical disabilities, chronic illness, birth defects, sensory disorders, cognitive disabilities, and environmentally induced impairments. Emphasis will be placed on foundations of curriculum, curriculum development and implementation, instructional environments, and integration into the general school mainstream.

**Pre-requisite:** EDU 261, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 356 MTHDS COMM ARTS & CHLD LIT I 3 Credit**

Candidates will study the stages of literacy learning K-8. They will explore literacy patterns of practice and the four language systems. Candidates will design literacy strategy lessons and teach mini-lessons to their peers. They will identify, integrate, and investigate the six communication arts: speaking, listening, reading, writing, viewing, and visually representing. Candidates will analyze and categorize children's literature. They will determine effective and engaging ways to use children's literature to teach communication arts.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 357 METHODS OF COMMUNICATION ARTS II AND CHILDREN'S LITERATURE 3 Credit**

Candidates will assess oral, reading and writing development in each literacy stage and how to interpret student responses to these assessments. Candidates will become familiar with specific reading, writing and oral assessments and will give assessments in a Title I school setting. Candidates will analyze the importance of assessment for teaching and meeting the diverse backgrounds, learning needs of students and the need to collaborate with colleagues and parents to enhance school learning. Candidates will use children and young adult literature as part of holistic assessment measures.

**Pre-requisite:** EDU 356, EDU 200, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 358 METHODS OF THE ARTS 2 Credit**

This course prepares candidates in the teaching of the arts (music, art, and drama) for elementary education. Candidates will explore visual arts, music, and drama for child development, communication and problem solving. They will be able to integrate the arts into content areas and Indian Education for All. Candidates will complete a portfolio of elementary projects based in music, art and drama which will include examples and lesson plans aligned to Montana State Standards.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 361 ASSESS: STUDNTS W/DISABILITIES 3 Credit**

To provide an overview on the research, trends, and practices in the field of educational assessment. The main focus will be on the acquisition of standard evaluation technique, scoring, and interpretation of standardized evaluative instruments. The entire evaluative process from pre-referral to placement will be reviewed, as well as IEP development, implementation, and review based on evaluative principles. NCLB and social, cultural, and environmental factors will be discussed, as well as Response to Intervention (RTI) and its impact on Special Education assessment. Emphasis will be placed on informal and formal assessment of reading, math, and written language as well as the data obtained through observational and anecdotal means.

**Pre-requisite:** EDU 261, EDU 315, EDU 362, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 362 LEARNING DISABILITIES 3 Credit**

Teacher candidates in this course will examine the learning difficulties of P-12 students. They will study the criteria for identification, the major characteristics, and the instructional strategies for those students who present learning difficulties or learning disabilities in the area of reading, mathematics, and written expression. Candidates will explore the concepts of collaboration, inclusion, and modifications of general education curriculum. There will be a specific focus on implementation of these concepts within a classroom setting. Writing and implementing an IEP will be addressed. Fieldwork up to 5 hours required.

**Pre-requisite:** EDU 261, EDU 315, ENG 117, EDU 284

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 363 EMOTION & BEHAV DISABILITIES 3 Credit**

Teacher candidates taking this course will review the philosophical, historical, and legal foundations of the education of children and adolescents with emotional and behavioral disorders and will learn the models, theories, and philosophies that provide the basis for past and present educational practices with the P-12 student with emotional and behavioral disabilities. Students will explore how P-12 students with this disability impact the community of the classroom, school, and the home. Legal mandates, procedural safeguards, and appropriate instructional strategies will be explored. Attention will be given to writing behavioral goals, to carrying out a functional behavior assessment and to creating behavior intervention plans.

**Pre-requisite:** EDU 261, EDU 315, ENG 117, EDU 284

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 364 THE PRE-SCHOOL CHILD AT RISK 2 Credit**

This course provides a detailed analysis of infant and early childhood growth and developmental patterns with emphasis on the high-risk infant. Prenatal and perinatal difficulties, as well as postnatal environmental hazards will be studied in this course. Teacher candidates will have the opportunity to observe and work in a preschool setting and put into practice concepts learned in the classroom environment. Emphasis will also be given to an understanding of language and its effect on the development of the infant and young child. The federal mandate for preschool students with disabilities will be reviewed. Fieldwork up to 5 hours required.

**Pre-requisite:** EDU 261, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 368 LANGUAGE DEVELOPMENT 2 Credit**

This course will focus on the importance of and current research about language development from birth through adolescence and will emphasize the relationship of language to being human. How receptive and expressive language development affects reading and written language as well as all other academic areas will be studied. Social communication will be reviewed and candidates will demonstrate through written projects their knowledge of typical and atypical language development in children and the part that language has played in the historical development of theories of education. Observation and analysis of the language development of a pre-school child is required.

**Pre-requisite:** EDU 261, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 370 CHILDREN'S LITERATURE 3 Credit**

This course is a survey of the best literature for elementary students. Teacher candidates will know, understand, and use children's literature to create interdisciplinary connections between content areas. Candidates will work with literature from all genres including multicultural literary

**Pre-requisite:** EDU 200, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 384 CRTVE AND CRTCL THINKING 3 Credit**

The major purpose of this course is to study the theoretical and practical aspects of creativity (i.e., what it is and how to develop it in ourselves and in the students with whom we work). This course is an introduction to major definitions, theories and research related to the study of creativity and the creative individual. This course is designed to help students better understand creativity and the creative processes, and to suggest ideas for stimulating creative growth and production in their

**Pre-requisite:** EDU 202, ENG 117, EDU 200

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 392 SPECIAL TOPICS IN EDUCATION 1-6 Credit**

Expected to be offered: Sufficient Demand

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 395** FIELD EXP IN SPECIAL EDUC 1-3 Credit

Teacher candidates will engage in clinical practice in the school environment to implement the skills learned in previous coursework. Candidates must be concurrently enrolled in a content course to assist them in designing, implementing and evaluating activities in their field experiences in P-12 settings. Application of knowledge, skills and dispositions will be the focus in this practicum. 50 hours of class time per credit. Instructor permission required

**Pre-requisite:** EDU 261, ENG 117

**Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 397** FIELD EXP IN GIFTED EDUCATION 1-3 Credit

This course is designed for prospective elementary teachers who require knowledge of professional literature and field practices within the field of gifted education. The purpose of this course is to provide the students with a practical experience in a resource room setting where identified students are being served by a gifted and talented program. In conjunction with the field experience, the students will meet with the instructor in a seminar session to discuss local, state, and national issues in the field of gifted education. 50 hours of class time per credit. Instructor permission required

**Pre-requisite:** EDU 202, ENG 117

**Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 398** FIELD EXPERIENCE IN EDUCATION 1-3 Credit

This field experience is a practical experience to explore and gain experience in sample career opportunities. The opportunity is offered by consent and arrangement with the director of field experiences. Educational field experience may include fieldwork in elementary and secondary schools or other human services agencies. Credits up to 4 may be arranged, and each credit equals 50 hours of contact time in the classroom setting. Instructor permission required

**Pre-requisite:** EDU 200, ENG 117

**Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 410** CURR DIF STRAT FOR TALENT DEV 3 Credit

The major purpose of this course is to study the theoretical and practical aspects of curricular experiences for meeting the needs of diverse learners. This course has been designed to familiarize educators with the various theories, principles, and models of curriculum development that can assist teachers in designing curriculum that addresses the diverse instructional needs of students. Pre-requisite: Admission to the Teacher Education Program or instructor permission

**Pre-requisite:** EDU 202, ENG 117

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 420** POLICY & PROC IN SPECIAL ED 2 Credit

Students will be able to describe the major components of NCLB, IDEA, Montana Special Education Reference Manual, Section 504, and the ADA as they relate to education of children with exceptionalities. This course will prepare students to create individualized education plans from case studies and describe the possible means of data collection and reporting methods. Students will also examine Montana technical assistance documents as they relate to required forms used in special education. Must be within 2 semesters of student teaching and may be taken concurrently with EDU 496. Pre-requisite: Admission to the Teacher Education Program or instructor permission

**Pre-requisite:** EDU 261, EDU 355, EDU 362, EDU 363, ENG 117

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 430** SECONDARY TEACHING PROC 2 Credit

This course will emphasize best teaching practices employed in secondary and middle schools. Areas of instruction will be planning lessons, writing objectives, classroom management, discipline, instructional strategies, interdisciplinary methods, creating a positive and supportive classroom environment, and school curriculum including state standards. Pre-requisite: Admission to the Teacher Education Program or instructor permission

**Pre-requisite:** EDU 472, EDU 482, ENG 117

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 441** REMEDIAL READING 2 Credit

Students will know, analyze and interpret reading assessments to effectively choose teaching/learning techniques and methods for effective diagnostic teaching and instructional intervention. Students will know and analyze the reading process and reading as a component of literacy. Students will be introduced to effective researched based instructional materials and methods. Students will give an Informal Reading Inventory, analyze student response and formulate a beginning intervention teaching/learning plan.

**Pre-requisite:** EDU 284, EDU 368, ENG 117

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 442** PRACTICUM IN READING 2 Credit

Students will participate in a supervised and coordinated clinical experience in a public school setting. Students will read, analyze and report on current research on the effective teaching of reading and intervention for challenged readers. Students will keep track of observations in the school setting, by concentrating on the following

- effective use of standardized, criterion referenced, program and informal reading assessments and determine the importance of reading assessments of and for learning
- types of effective reading instruction, intervention and accelerated reading instruction and programs
- what affects student success in learning reading/literacy skills and strategies
- the effects of student diversity on learning to read

Pre-requisite: Admission to the Teacher Education Program or instructor permission  
Instructor permission required

**Pre-requisite:** ENG 117

**Co-requisite(s):** EDU 441

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 461** CURRICULUM OF SPECIAL EDUC 3 Credit

Students will demonstrate knowledge of research-based instructional strategies for curriculum development and evaluation and apply those strategies to plan, develop, implement and modify curriculum based upon a child's individualized needs. Particular attention will be given to understanding the skills necessary to develop instructional plans to meet goals set down in the individual education plan for the individual student as well as developing skills necessary for creating positive learning environments. Attention will be given to the adjustment of instruction based on data collection in meeting the needs of the P-12 student. A total classroom management system will be developed for instruction. Pre-requisite: Admission to the Teacher Education Program or instructor permission

**Pre-requisite:** EDU 261, EDU 361, EDU 355, EDU 362, ENG 117

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**  
**Course Offerings: Hybrid, Lecture, Web Based**

**EDU 462 FIELD EXPERIENCE ELEMENTARY 2 Credit**

Elementary Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a classroom setting. Candidates spend 60 hours in a K-6 classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before placement and to reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their K-6 classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. Must be within 2 semesters of student teaching.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 472 FIELD EXPERIENCE MIDDLE SCHL 2 Credit**

Middle School Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a middle school classroom setting. Candidates spend 60 hours in a 7th or 8th grade classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before placement and to reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their middle school classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. This is a Writing Intensive class. Candidates will be developing a Classroom Management Plan to include with their portfolio.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 482 PREPROF INTEG EXP (HIGH SCHL) 2 Credit**

The purpose of this course is to provide the teacher candidate with a clinical experience in a high school classroom setting prior to the student teaching capstone. Candidates will be required to spend 60 hours in a school setting. The initial portion of this course will consist of 24 hours of classroom instruction at the University. Additionally, candidates will meet with the course instructor in seminar sessions. Admission to the Teacher Education Program or instructor permission is required. Must be within 2 semesters of student teaching.

**Pre-requisite:** EDU 430, ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 489 STUDENT TEACHING SEMINAR 2 Credit**

The internship seminar provides candidates with opportunities to learn how to complete certification requirements and submit the necessary materials, how to prepare for an interview and complete an electronic portfolio, and how to complete an application for a teaching position. Discussion includes various aspects of classroom management, techniques for helping students learn, and methods of instruction for effective delivery.

**Pre-requisite:** ENG 117

**Grade Mode:** Standard Letter, Audit, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**EDU 490 STUDENT TEACHING 10 Credit**

This capstone experience will provide candidates with teaching opportunities in a classroom setting. After completing all methods courses, candidates will observe, plan and implement lessons based upon standards, assess student learning, and take responsibility for the delivery of the total program in a classroom. Candidates will utilize the knowledge they have acquired during the completion of their education program to demonstrate content proficiency and to develop the skills and dispositions necessary to be a successful teacher in the school setting. Candidates will develop skills for building relationships with students, professional colleagues, families and communities. Supervision is provided at the school site by both the mentor teacher and the University supervisor. Professional development and professional ethics will be addressed during this experience.

**Pre-requisite:** ENG 117

**Co-requisite(s):** EDU 489

**Grade Mode:** Standard Letter, Other to Include Option of IP, Pass/Fail

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 493 SPEC STUD TCHG: READ INSTRUC 6 Credit**

This experience will help the teacher candidate gain and demonstrate competence in teaching reading K-12. Upon completion of this internship, candidates will have: (1) knowledge of corrective and accelerated reading instruction; (2) knowledge of instructional techniques which facilitate direct instruction and model the "what, when, why, where, and how" reading strategies with narrative and expository texts; and (3) knowledge of modeling and teaching questioning strategies, and modeling teacher and student initiated questions. Assessments of candidates will be carried out throughout clinical practice jointly by the candidates themselves, school personnel, and University faculty. Admission to the Teacher Education Program is and internship through application is required.

**Pre-requisite:** EDU 489, EDU 490, EDU 491, ENG 117

**Grade Mode:** Other to Include Option of IP, Pass/Fail, Standard Letter

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 496 SPEC STU TCHG: SPECIAL EDUC 6 Credit**

This capstone experience will provide candidates with teaching opportunities in a special education classroom setting that compliments their general education preparation (p-12). After completing all required coursework, student teachers will plan and implement research-based instruction based upon individualized education programs and general education learning expectations, assess student learning utilizing both formal and informal methods, write and participate in IEP's as appropriate, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate proficient knowledge of procedural safeguards and confidentiality as well as develop skills for building relationships with students, collaborating with professional colleagues, families and community service providers. Appropriate planning for challenging behaviors will also be assessed. Professional development, professional dispositions and professional ethics will be addressed during this experience. Supervision is provided at the school site by both the mentor teacher and the University Supervisor. Admission to the Teacher Education Program and course through application and instructor approval required.

**Pre-requisite:** EDU 489, EDU 490, EDU 498, ENG 117

**Grade Mode:** Other to Include Option of IP, Pass/Fail, Transfer

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

**EDU 498 SECONDARY STUDENT TEACHING 10 Credit**

This capstone experience will provide candidates with teaching opportunities in a classroom setting (5-12). After completing all content courses and methods courses, secondary student teachers will observe, plan and implement lessons based upon content standards, assess student learning, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate content proficiency and the ability to synthesize and apply the appropriate educational knowledge and techniques to deliver content for student engagement. Additionally, candidates will develop skills for building relationships with students, professional colleagues, families and communities. Attendance by candidates at monthly seminars is required either on site or on-line. Professional development, professional dispositions and professional ethics will be addressed during this experience. Admission to the Teacher Education Program and course through application. All major and minor coursework must be completed. Instructor approval required.

**Pre-requisite: ENG 117**

**Co-requisite(s): EDU 489**

**Grade Mode: Other to Include Option of IP, Pass/Fail, Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**