

# EDUCATION-K-12 (EDU)

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## **EDU 162 - NCAA Student-Athlete Exp.. 1 Credit.**

This course is designed to assist students in the development of necessary skills to be a successful college student-athlete. Topics will include a wide variety of areas including study skills, an introduction to campus resources, and personal and career development. Students will identify and discuss specific issues that pertain to them as student-athletes.

## **EDU 163 - Student-Athlete Success. 1 Credit.**

This seminar is designed to assist student-athletes in developing necessary life skills that will help them in their remaining years at the University of Montana. Topics will include a wide variety of areas such as: financial management, nutrition, career development and planning, healthy relationship skills, social responsibility, social etiquette, conflict resolution, and leadership.

## **EDU 202 - Early Field Experience. 1 Credit.**

Offered autumn and spring. Prereq., admission to Teacher Education Program in secondary and K-12. Guided introductory field experience for students committed to teaching as a profession. Connects field experience to content of co-requisite theory classes. Seminars include professional development portfolio, developmental level of students, diversity, learning/teaching strategies, motivation, classroom management, and assessment of learning.

## **EDU 212 - Successful Education Abroad. 1 Credit.**

This course fully prepares students for their education abroad experience. Their health and safety preparations include insurance, safety and education abroad videos, presentations on health care issues abroad and addressing emotional well-being while away from home. The logistical preparations include information and assistance with student visa application process, as well as registration at UM and abroad, credit transfer and billing. The cultural component of the class includes more specifically learning about cultural theories, intercultural communication, cultural adaptation, culture shock and re-entry culture shock as well as panel and small group discussions with former U of M study abroad participants and international students. Student are required to complete five weekly journal entries, interview paper, and final host country research paper. This course also prepares the student to be an ambassador for the University of Montana, while abroad.

## **EDU 221 - Ed Psych & Measurement. 3.000 Credits.**

Offered autumn and spring. Prereq., admission to Teacher Education program in secondary and K-12. Analysis of fundamental psychological concepts underlying classroom teaching and management, learning and evaluation including educational measurement. Emphasis on cognition, developmental, and motivational aspects of learning.

## **EDU 222 - Educational Psych Child Dev. 3.000 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program in elementary or early childhood: P-3. This course must be taken concurrently with Level 1 courses. This course will examine the classroom practices that impact elementary aged children's learning, motivation and development. The content is closely aligned with co-requisite courses and initial field experience, allowing opportunities for observation and practice of principles covered in class.

## **EDU 294 - Seminar/Workshop. 1-9 Credits.**

### **EDU 331 - Lit & Literacy for Children. 3 Credits.**

Offered autumn and spring. Prereq., WRIT 101; open to majors in elementary education, secondary education or pre-education. Genre survey, including cross-cultural literature, that focuses on responding to children's literature through reading, writing, listening, speaking, and activities that emphasize selecting literature, teaching critical thinking, and integrating literature into the elementary curriculum.

### **EDU 338 - Academic Interventions. 3 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program in elementary or early childhood:P-3. This course must be taken concurrently with Level 1 courses. This course prepares pre-service teachers to work with all students including those who are struggling learners and high achievers. The course is focused on school-wide assessment and instruction methods with particular focus on working with individual children and small groups in core academic areas.

### **EDU 339 - Tchg Assess PK-8 Lang Arts. 3 Credits.**

Offered autumn and spring. Prereq., admission to the Teacher Education Program in elementary education. This class must be taken concurrently with Level 2 courses. Language development and primary and secondary language acquisition, theory and application of teaching and assessing listening, speaking, writing, and viewing in a PK-8 setting.  
Gen Ed Attributes: Writing Course-Advanced

### **EDU 340 - Classroom Management. 3 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program in elementary education. This course must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Level 1 and 2. This course is designed to prepare pre-service teachers to set up a classroom, establish classroom policies and procedures and routines, establish and maintain cooperative relationships with parents, effectively provide feedback to students, motivate desired student behavior, and research professional literature to seek best classroom management practices to hone the craft of effective instruction.

### **EDU 345 - Excpntlty & Clsrm Mgmt. 3 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program in secondary and K-12. Focus on classroom management and the characteristics and instructional adaptations for exceptional students in the regular classroom. Addresses the Individuals with Disabilities Education Act and subsequent reauthorizations, presents practices for working with students who are at-risk and students with disabilities in inclusive settings, and includes technological considerations.

### **EDU 346 - Exceptionalities. 3 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program in elementary or early childhood: P-3. This course must be taken concurrently with Level 2 courses and is restricted to students who have completed coursework in Level 1. This course will focus on characteristics and strategies for optimizing learning for children with exceptionalities in the regular education classroom. Addresses the Individuals with Disabilities Education Act and subsequent reauthorizations, presents practices for working with students who are at-risk and students with disabilities in inclusive settings, and includes technological considerations.

### **EDU 370 - IntegTech into Educ. 3.000 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program and general computer literacy skills. Integration and use of computer and other technologies in education.

**EDU 392 - Independent Study. 1-9 Credits.**

(R-9) Offered autumn and spring. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student.

**EDU 394 - Seminar/Workshop. 1-9 Credits.****EDU 395 - Clinical Experience. 1 Credit.**

(R-4) Offered autumn and spring. Prereq., admission to the Teacher Education Program. Arranged field experience and seminar focusing on applying content from the co-requisite courses. This course number is used for multiple clinical experiences. Check the class schedule or with your advisor regarding the appropriate section.

**EDU 397 - Methods: Teaching & Assessing. 3 Credits.**

(R-15) Offered autumn and spring. Prereq., admission to the Teacher Education Program in elementary or early childhood: P-3 and WRIT 101 or equivalent, and one intermediate writing course. This course number is used for multiple methods courses. Check the class schedule or with your advisor regarding appropriate sections.

Gen Ed Attributes: Writing Course-Advanced

**EDU 407E - Ethics & Policy Issues. 3.000 Credits.**

Offered every term. Prereq., admission to Teacher Education Program and EDU 202 or EDU 395. Practical application of ethical principles of the teaching profession. Analysis of the American public school and major policy issues from historical, legal, political, social as well as ethical perspectives.

Gen Ed Attributes: Ethical & Human Values Course

**EDU 421 - Statistical Procedures in Educ. 3 Credits.**

Prereq., M 115 or equiv. or consent of instr. Concepts and procedures characterizing both descriptive and inferential statistics. Awareness of common statistical errors.

**EDU 432 - Lit & Literacy for Yng Adlts. 3 Credits.**

Offered spring. Genre surveys; extensive reading, and analyzing of literature, authors and media addressed to students ages 12-18. Emphasizes effective teaching strategies for using high quality literature with middle school and secondary students. Not a substitute for EDU 331.

**EDU 438 - Ltrcy Asmnt, Diagnosis & Instr. 3 Credits.**

Offered spring. Prereq., EDU 397 or 481 for education students. Based on the analytic process, emphasis on assessing, identifying, and devising instructional strategies to meet students' reading/writing strengths and needs.

**EDU 441 - Leadership and Advocacy. 3 Credits.**

Offered autumn. Prereq., EDU 397 or EDU 481. Emphasis on teaching writing across the curriculum and supervising the school-wide writing program. Planning, implementing, and assessing writing, and connecting reading and writing will be addressed.

**EDU 451 - Clinical Exp:L3 Pedagogy Cntnt. 1 Credit.**

(R-2) Offered autumn and spring. Prereq., Admission to the Teacher Education Program in elementary. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 & 2. Arranged field experience in an elementary or middle school classroom completed with Elementary Professional Methods Block.

**EDU 455 - Workshop. 1-6 Credits.**

(R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward an undergraduate degree. Level: Undergraduate

**EDU 456 - Applictn of Literacy Modls K12. 6 Credits.**

Offered summer. Prereq., EDU 438 or C&I 533. Provides classroom teaching experience under direct supervision. Candidates teach reading and writing and apply knowledge of assessing and correcting reading and writing difficulties in grades K-12.

**EDU 461 - Introduction to Gifted/Talented Education. 3 Credits.**

This course provides a broad examination of the historical and philosophical perspectives of education for gifted and talented learners with emphasis on answering the question "What is giftedness?" Issues explored in the course include broad coverage of identification procedures, psychosocial correlates of gifted learners, the nature of intelligence and creativity, instructional options, laws/policies, and current research findings.

**EDU 462 - Social and Emotional Development of Gifted and Talented Learners. 3 Credits.**

This course provides an overview of current theory and evidence-based practices in understanding the social and emotional development of gifted learners. Topics discussed in class range from research findings addressing social and emotional health and needs of the general population of gifted students to the unique needs of specific sub-groups of gifted students (e.g., gifted girls, gifted and learning disabled, highly creative students, traditionally underrepresented gifted students). Also discussed are guidance, counseling, self-concept and adjustment concerns of gifted students.

**EDU 472 - Dev Digital Rich Workplace. 3 Credits.**

Offered spring. Prereq., CSCI 172. Project-based course to gain understanding and the ability to use web development tools to create a functional, well-designed web project. Additional topics/projects include: Web 2.0+ tapping the potential of digital tool; social media? educational and business uses; gamification in education and business, and introductory electronic game development for the classroom and the boardroom.

**EDU 481 - Content Area Literacy. 3 Credits.**

Offered autumn and spring. Prereq., Admission to the Teacher Education Program. Theories, models, instructional approaches for using literacy for learning in content fields. Emphasis on research, instructional practice, classroom assessment, multicultural and discipline integration.

**EDU 491 - Special Topics/Exp Courses. 1-6 Credits.**

(R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.

**EDU 492 - Independent Study. 1-6 Credits.**

(R-6) Offered every semester. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student.

**EDU 494 - Seminar:Refl Pract & App Rsrch. 1-9 Credits.**

(R-9) Required seminar during student teaching. Prereq., admission to the Teacher Education Program. Focuses on learning to conduct research on P-12 student performance to determine teaching effectiveness. Includes on-campus and/or on-line planning, conducting, and analyzing classroom practice.

**EDU 495 - Student Teaching. 1-14 Credits.**

(R-14) Offered autumn and spring. Arranged capstone clinical experience required for all professional licensure students. Prereq., admission to the Teacher Education Program, completion of all required field experiences and methods courses, an application to student teach, and the consent of the Director of Field Experiences.

**EDU 497 - Teaching and Assessing. 4.000 Credits.**

(R-15) Offered autumn and/or spring. Prerequisite: Admission to the Teacher Education Program. This course number is used for multiple elementary and secondary methods courses. Check the class schedule or with your advisor regarding appropriate sections.

**EDU 607 - Seminar in Ethics. 3 Credits.**

The doctoral Seminar in Ethics presents a rigorous examination of the evolution of ethical theory through the lens of pedagogy and curricula. Beginning with religious and philosophical texts from the ancient world, the course moves through the major positions on ethics and moral development in the west. These include the Socratic Method, Virtue Theory, Lockean Pedagogy, the Categorical Imperative, Utilitarianism, Modern Discipline, Democratic Ethics, Moral Reasoning, Feminist Ethics, and Intersubjectivity. These topics will all be accessed through primary source texts. Level: Graduate

**EDU 611 - Professional Seminar 1: Conducting Literature Reviews. 1 Credit.**

Prereq., Admission to PhD program. This course will provide students with the knowledge and skills required to be knowledgeable consumers and effective creators of literature reviews in education and social sciences. Students will critically analyze the multiple components of the literature review in peer-reviewed journal articles relevant to their individual fields of interest, and write a publishable-quality literature review designed to address a question that is not answered in the research related to this field. Level: Graduate

**EDU 612 - Pro-Sem 2. 2 Credits.**

Prereq., Admission to PhD program. This course will prepare students to understand model of field supervision and to carry out effective student teaching supervision. Additionally, students will learn key skills to become high-quality college-level instructors including course planning, pedagogical strategies and evaluation techniques. Level: Graduate

**EDU 613 - Professional Seminar 3: Grant Writing. 1 Credit.**

Prereq., Admission to the PhD program. This course teaches students about the grant writing process. The course will span everything from searching for fundable opportunities that compliment the students' research interests to establishing a research team and community partners to writing an actual proposal. Level: Graduate

**EDU 616 - Professional Seminar 4: Professional Presentations and Writing for Publication. 1 Credit.**

Prereq., Admission to the Ph.D. program. In this course, students will learn how to craft conference presentations and academic papers for publication through discussion and presentation. Students will read and discuss sources on data visualization, academic writing, and presentation through storytelling. Students will also transform academic research that they have done into a conference presentation and manuscript for publication in a scholarly journal. Level: Graduate

**EDU 617 - Seminar in Policy and Policy Implementation. 2 Credits.**

Prereq., Admission to the PhD program. This course is part of a new, proposed Ph.D. program in Teaching and Learning that the Department of Curriculum and Instruction has submitted for the 2015-2016 review cycle. This course is part of the professional seminar series that all Ph.D. students in the program will take to help train them as future faculty. Level: Graduate

**EDU 621 - Advanced Qualitative Research Methods. 3 Credits.**

Building on content from CI 620 (Qualitative Methods), this course requires students to deeply explore and apply the most important concepts involved in qualitative research, including: conceptual framework and research design, interviewing and observation, data analysis, and reporting analytic methods and findings. Students will engage directly with qualitative researchers, evaluate published qualitative studies, and apply design, data collection, analysis, and reporting concepts as they work on their own study. Level: Graduate

**EDU 626 - Mixed Methods Research Design. 3 Credits.**

This is an advanced doctoral seminar that aims to provide a comprehensive overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Level: Graduate

**EDU 627 - Single Subject Research Designs. 3 Credits.**

This is an introductory level course concentrating on single-case designs for educational and therapeutic interventions in applied and clinical settings, data collection and graphing procedures, and visual inspection and inference of data along with statistical analysis. Level: Graduate

**EDU 628 - Instrument Development for Research and Evaluation. 3 Credits.**

The purpose of this course is to explore instrument development as it relates to the social-behavioral sciences. Particular focus will be given to psychological and educational instruments, how tests are developed and how to determine the reliability and validity of instruments. The course explores instrument development as it relates to both research and program evaluation. Models of program evaluation will be explored and students will complete an evaluation of a program using at least one instrument he or she developed. Level: Graduate