

EDU - Education

EDU 101US Teaching and Learning: 3 Credits (3 Other)

PREREQUISITE: First year students (less than 30 credits) only. (F, Sp) This course is an introduction to the profession of public school teaching. Topics 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. Collaborative learning and field experience will be utilized

EDU 204IA Arts & Lifelong Learning: 3 Credits (3 Lec)

(F, Sp) 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. This course explores multicultural education through teacher identity, teacher response to diverse classrooms, the variables embedded in the U.S. school-society relationship (including equal opportunity, human diversity, social justice, ideology, inclusion/equity, and politics), federal policy and pedagogy surrounding English Language Learner accommodations, and IEFA inclusion in daily curriculum. EDU 211D Multicultural Education is a Core 2.0 course that fulfills the general education requirements for graduation for the Diversity (D) designation through the contexts of 'Local and Global Citizen' and 'Effective Communicator'

EDU 222IS Educ Psych & Child Development: 3 Credits (3 Lec)

(F, Sp) 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)

(F, Sp) 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)

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 Other)

Directed undergraduate research which may culminate in a written work or other creative project. Course will address responsible conduct of research. Repeatable up to 99 credits.

EDU 291 Special Topics/Exprmntl Course: 1-4 Credits (2-8 Lab)

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

Repeatable up to 12 credits.

EDU 292 Independent Study: 1-3 Credits (1 Other)

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 Repeatable up to 3 credits.

EDU 330 Emergent Literacy: 3 Credits (3 Lec)

PREREQUISITE: EDU 222IS or EDU 223IS. (F, Sp) 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)

PREREQUISITE: EDU 222IS or 223IS. (F, Sp) 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, 12 Lab)

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 Environment: 3 Credits (3 Lec)

PREREQUISITE: EDU 222IS or EDU 223IS. (F, Sp) Requires 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 347 Managing the Learning Environment for K-12/Secondary: 2 Credits (2 Lec)

PREREQUISITE: EDU 222IS or EDU 223IS. (F, Sp) 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 370 Integrating Tech into Educ: 3 Credits (2 Lec, 1 Lab)

PREREQUISITE: EDU 222IS or EDU 223IS. (F, Sp) 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 21 century skills

EDU 382 Assessmt, Curric, Instructn: 3 Credits (3 Lec)

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 401 Intro Lit Leadership Ed: 3 Credits (3 Lec)

PREREQUISITE: EDU 330. (F, Sp) Requires good standing in Teacher Education Program. 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 Other)

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 Other)

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
Repeatable up to 3 credits.

EDU 432 Lit and Literacy for Yng Adlts: 3 Credits (3 Lec)

PREREQUISITE: EDU 331 Survey of materials for young adult readers. Includes literary analysis, pedagogy, electronic resources, and motivational strategies

EDU 438 Ltrcy Asmnt, Diagnos and Instr: 3 Credits (2 Lec, 1 Lab)

PREREQUISITE: EDU 330, EDU 382, and good standing in Teacher Education Program. (F, Sp) 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, 2 Lab)

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)

PREREQUISITE: EDU 330 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 Other)

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.
Repeatable up to 12 credits.

EDU 491 Special Topics: 1-4 Credits (1-4 Lec)

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
Repeatable up to 12 credits.

EDU 492 Independent Study: 1-3 Credits (1-3 Other)

PREREQUISITE: Junior standing, consent of instructor, and approval of department head. Directed research and study on an individual basis
Repeatable up to 6 credits.

EDU 493 Study Abroad: 1 Credits (1 Other)

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

Repeatable up to 4 credits.

EDU 494 Seminar: Lab Safety: 1 Credits (1 Other)

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
Repeatable up to 4 credits.

EDU 495R Student Teaching: 5-16 Credits (5-16 Other)

PREREQUISITE: Senior standing, good standing in Teacher Education Program. (F, Sp) 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
Repeatable up to 16 credits.

EDU 498 Internship: 1-5 Credits (1-5 Other)

PREREQUISITE: EDU 382 and consent of instructor. An individualized assignment with a professional agency to provide a guided field experience
Repeatable up to 5 credits.

EDU 511 Teaching Culturally and Linguistically Diverse K-12 Students: 3 Credits (3 Lec)

PREREQUISITE: A student needs to be a current K-12 teacher, licensed in Montana with at least two years of teaching experience (or instructor approval)
COREQUISITE: 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)

PREREQUISITE: A student needs to be a current K-12 teacher, licensed in Montana with at least two years of teaching experience
COREQUISITE: EDU 511. Or instructor approval. 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)

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)

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 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 588 Professional Development: 1-3 Credits ()

Courses offered on a one-time basis to fulfill professional development needs of in-service educators or counselors. A specific focus is given to each course, which is appropriately subtitled.

EDU 591 Special Topics: 1-4 Credits (1-4 Lec)

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

Repeatable up to 12 credits.

EDU 592 Independent Study: 1-3 Credits (1-3 Other)

Repeatable up to 6 credits.

EDU 600 Doctoral Seminar: 3 Credits (3 Other)

PREREQUISITE: Doctoral standing and instructor approval. (F) This course introduces and orients new students to the expectations and culture of doctoral study

EDU 602 Educational Statistics II: 3 Credits (3 Lec)

PREREQUISITE: Graduate standing and EDCI 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)

PREREQUISITES: The prerequisites for this courses include: EDCI 507 – Qualitative Research Methods 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)

PREREQUISITE: EDCI 602, EDCI 506, and graduate standing. (Sp)

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)

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)

PREREQUISITE: Graduate standing and EDCI 506. Within the context of systematic inquiry, the qualitative research paradigm and methods and techniques from many fields of the social sciences will be addressed. Students will plan and complete a qualitative research project

EDU 611 Advanced Qualitative Research: 3 Credits (3 Lec)

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)

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 Other)

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)

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 Other)

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)

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 643 Leading Social Justice: 3 Credits (3 Lec)

PREREQUISITE: Master's degree or consent of instructor. This course evaluates the potential for leadership theories, research, and practices to advance social justice across a range of educational contexts. Students evaluate the relationships among privilege, power, and educational equity from a variety of perspectives. Critical theory will be applied to examine the empirical and practical complexities of diversity and its impact on leadership within classrooms, schools, institutions, communities, and educational systems

EDU 650 Dissertation Seminar: 3 Credits (3 Lec)

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 Other)

PREREQUISITES: Doctoral Standing

Restricted Entry: Requires contract with major advisor. Course will address responsible conduct of research.

Repeatable up to 18 credits.