

EDUCATION K-12 (EDU)

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 191 - Special Topics. 1-6 Credits.

(R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest.

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 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 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, early childhood, 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 - Teaching Assessment in PK-8 Language 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: Advanced Writing

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 - Exceptionality & Classroom Management. 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 360 - Promoting Wellbeing in P-12 Classrooms. 2 Credits.

Offered autumn and spring. Prereq., Admission to the Teacher Education Program. This course is designed to increase students' awareness of the critical role teachers play in enhancing children's emotional, social, mental and physical health. In addition, students will be encouraged to explore the influence of family, community, and school environment on the prevention of substance use and abuse and on the well-being of children and adolescents.

EDU 370 - Integrating Technology into Education. 3 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. Elementary Education Majors: EDU 395 Clinical Experience Level 1 must be taken concurrently with Level 1 courses. EDU 395 Clinical Experience Level 2 must be taken concurrently with Level 2 courses. Secondary and K-12 Licensure Students: EDU 395 Clinical Experience K-8 and EDU 395 Clinical Experience 9-12 have a prerequisite of an initial field experience and should be taken concurrently with a secondary or K-12 methods course.

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. PK-4 Early Numeracy: Offered autumn and spring. This class must be taken concurrently with Level 1 courses and is restricted to students who have been admitted to the Elementary Education program. Students will learn mathematics concepts, methods of instruction, and the use of instructional materials appropriate for grades K-4 including the use of state and national standards for mathematics, appropriate technology, and manipulatives. Additionally, students will learn techniques for assessing the effectiveness of the counting and cardinality, operations and algebraic thinking, numbers and operations, measurement and data, and geometry. PK-3 Early Literacy: Offered autumn and spring. This class must be taken concurrently with Level 1 courses and is restricted to students who have been admitted to the Elementary Education program. The purpose of this course is to develop an understanding of emergent literacy and beginning reading and to examine developmentally appropriate methods of teaching and assessing reading to children in grades K-3.

EDU 407E - Ethics & Policy Issues. 3 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. Level: Undergraduate-Graduate
Gen Ed Attributes: Ethical & Human Values

EDU 421 - Statistical Procedures in Education. 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. Level: Undergraduate-Graduate

EDU 432 - Literature & Literacy for Young Adults. 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. Level: Undergraduate-Graduate

EDU 438 - Literacy Assessment, Diagnosis, & Instruction. 3 Credits.

Offered spring. Prereq. prior coursework in reading methods and pedagogy. Based on the analytic process, emphasis on assessing, identifying, and devising instructional strategies to meet students' reading/writing strengths and needs. Level: Undergraduate-Graduate

EDU 451 - Clinical Experience: L3 Pedagogy Content. 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. Level: Undergraduate-Graduate

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 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. Level: Undergraduate

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. Level: Undergraduate

EDU 472 - Development of 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. Level: Undergraduate-Graduate

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. Level: Undergraduate-Graduate

EDU 491 - Special Topics/Experimental 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. Level: Undergraduate-Graduate

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. Level: Undergraduate-Graduate

EDU 494 - Seminar: Applied Research & Reflective Practice. 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. Level: Undergraduate-Graduate

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. In addition, elementary education majors must complete all coursework in all previous levels. Secondary and K-12 licensure students must complete at least two-thirds of content coursework and receive approval by departments in their major and minor content areas. Level: Undergraduate

EDU 497 - Teaching and Assessing. 3-4 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. 5-8 Mathematics: 3 cr. Offered autumn and spring. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 & 2. Methods of teaching, assessing, and evaluating mathematics in the 5-8 middle grades including number and operations, rational numbers, ratio and proportion, measurement, algebra, expressions and equations, geometry, probability, statistics, and functions. K-8 Social Studies: 3 cr. Offered autumn and spring. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 & 2. Emphasis on developing teaching and assessing social studies teaching/learning opportunities that incorporate literature, primary sources and other developmentally appropriate activities. Overarching themes address diversity, integration across the curriculum and understanding state and national curriculum standards. K-8 Science: 3 cr. Offered autumn and spring. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 & 2. Emphasis on developing, teaching, and assessing science teaching/learning opportunities that are inquiry-based, developmentally appropriate, integrated across the curriculum, and aligned with state and national curriculum standards. 4-8 Reading: 3 cr. Offered autumn and spring. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 & 2. Preparation for teaching reading in a 4-8 setting so that all students are successful. Emphasis on reading to learn. Focus on using assessment to guide instruction, learning from trade books, textbooks, and electronic texts, activating prior knowledge, studying texts, and developing student enthusiasm for reading. 5-12 Science: 3 cr. Offered autumn. Methods of teaching science in the middle and secondary school. This course emphasizes the use of inquiry, problem-solving, appropriate use of technology, and assessment techniques that align with state and national curriculum standards. 5-12 Social Studies: 3 cr. Offered autumn. Foundations and purpose of the middle and secondary social studies curriculum. Elements of curricular design, including instructional methods, materials and assessment. 5-12 Mathematics 3 cr. Offered autumn. Methods for teaching mathematics in grades 5-12 focusing on presentation of mathematics concepts and procedures through models, problem solving, and technology. Development of instructional strategies and classroom organizational models, discourse in the classroom, and multiple means for assessing student progress. 5-12 Business Subjects: 4 cr. Offered autumn. Methods for teaching business subjects in grades 5-12 focusing on content-specific topics in business, marketing, and information technology to include: instructional planning; effective teaching strategies (F2F & online); multiple means for assessing student progress; classroom management; and the relationship of the content area to standards-based curricula. Computer Science 5-12 Offered autumn. Teaching and Assessing Computer Science is the capstone course for students pursuing careers as professional educators in K-12 school systems. This course presents best practices in pedagogy for teaching and assessing 5-12 students in computer science. Level: Undergraduate-Graduate

EDU 501 - Curriculum Design, Implementation, & Evaluation. 3 Credits.

Underlying principles of design, factors affecting implementation, and evaluation and assessment of P-12 curricula at the student and program levels. Level: Graduate

EDU 502 - Philosophy of Education. 3 Credits.

Open to graduate level students in Educational Leadership, Counseling, or Teaching and Learning. Same as EDLD 502. Major philosophical schools of thought and leading proponents of each. Concepts of society, the educative process, and the role of education. Level: Graduate

EDU 504 - History of American Education. 3 Credits.

Exploration of the ideas, individuals, and events that have influenced the curriculum, pedagogy, and operation of the American public school, from colonial America to the present time. Level: Graduate

EDU 510 - Developmental & Learning Sciences. 3 Credits.

This is an advanced course that addresses application of psychological concepts in educational settings. This course will focus on theories of development, teaching and learning, and on applications of psychological research to learning, primarily to classroom settings. Level: Graduate

EDU 514 - Education Across Cultures. 3 Credits.

Educational foundations of the study of diversity in American schools. Level: Graduate

EDU 515 - Computer/Technological Application in Education. 3 Credits.

Prereq., a basic computer course or demonstrated computer literacy. Computer systems and other hardware utilizing various software applications by administrators, counselors, librarians, teachers, and students. Level: Graduate

EDU 518 - Inclusion and Collaboration. 3 Credits.

Legal and ethical issues involved in the responsible inclusion of all individuals with disabilities through multi-disciplinary and collaborative efforts. Level: Graduate

EDU 519 - Analysis of Education Data. 3 Credits.

Focus on assessment practices in K-12 classrooms including a wide variety of assessments that meet curricular objectives as well as nationally required standardized exams to meet NCLB mandates. Level: Graduate

EDU 520 - Educational Research. 3 Credits.

Offered every term. Same as EDLD 520 and HHP 520. Open to graduate level students in Educational Leadership, Counseling, or Teaching and Learning. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature. Level: Graduate

EDU 521 - Found Environmental Education. 3 Credits.

Offered autumn. Same as ENST 521. Problem-solving approach to environmental education; problem identification, research and design and implementation of an educational approach to selected environmental issues. Level: Graduate

EDU 524 - Family and Diversity Issues. 3 Credits.

An overview of different approaches, current issues, and problems involved in working with and supporting families including families from diverse backgrounds. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. Level: Graduate

EDU 525 - Teaching Environmental Science. 1-3 Credits.

(R-6) Offered spring even-numbered years. Prereq., consent of instr. Identification and examination of potential solutions to environmental problems and their impact on society. Major emphasis on teaching methods as they apply to environmental science. Level: Graduate

EDU 527 - Disciplinary Literacy Strategies. 3 Credits.

Offered autumn. Prereq., teaching experience. Advanced theories, models, instructional approaches for using reading/writing for learning in content fields. Emphasis on research, instructional practice, classroom assessment. Level: Graduate

EDU 530 - Trends & Research in Reading and Writing. 3 Credits.

Offered summer odd-numbered years. Survey of current research related to literacy practices in schools/communities. Theories, models, politics of literacy in K-12/Adult education. Level: Graduate

EDU 534 - Foundation and Principles of International Baccalaureate Programs. 3 Credits.

This course is designed to provide students with an in-depth knowledge of the foundation and principles of International Baccalaureate Programs. Participants will examine the IB learner profile, the philosophical and pedagogical theories underpinning IB programs, the curriculum framework of the three IB Programs, Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP), and the role of collaboration and reflection in IB schools. Level: Graduate

EDU 535 - Teaching and Learning in International Baccalaureate Programs. 3 Credits.

Prereq., EDU 534 and EDU 202 (for secondary majors) or EDU 395 (for elementary majors). This course explores theory and practice of teaching and learning in IB programs. Participants will study the main learning theories underpinning IB curricular programs, examine examples of lesson plans for each IB program, learn strategies to differentiate instruction, participate in collaborative planning and instructional design, and engage in reflective practices. This course requires a fieldwork experience in IB schools.

EDU 536 - Assessment and Learning in International Baccalaureate Programs. 3 Credits.

Prereq., EDU 534 and EDU 535. This course examines the critical role of assessment in IB programs. It addresses both formative and summative assessments as an integral part of the IB curriculum. Participants will learn how to design assessments and create effective feedback strategies based on the learning needs of students. This course requires fieldwork experience in IB schools. Level: Graduate

EDU 540 - Language Arts Pedagogy and Practice. 3 Credits.

Prereq., teaching experience. Advanced theories and instructional approaches for teaching and assessing literacy. Level: Graduate

EDU 541 - Genre Studies. 3 Credits.

The purpose of this course is to explore, in depth, several literary genres and to move from a survey approach to an intense focus on the variety of books and poems written for children and young adults. Particular attention will be given to research, authors, and awards in each of the following genres: science fiction, historical fiction, contemporary fiction, modern fantasy, non-fiction, graphic novels and poetry Level: Graduate

EDU 542 - Supervising/Teaching Math. 3 Credits.

Offered summer odd-numbered years. Curriculum trends, instructional materials, research and supervisory techniques relevant to a modern school mathematics program. Level: Graduate

EDU 548 - Supervising/Teaching Environmental Education. 3 Credits.

Offered spring. Same as ENST 548. Design, selection, and evaluation of materials for the teaching of environmental education. Level: Graduate

EDU 552 - Models of PD Math/Science. 3 Credits.

Exploration of various models of professional development and the development of implementation plans for workshops and in-service professional development in science and mathematics. Level: Graduate

EDU 555 - 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 a graduate degree. Level: Graduate

EDU 557 - Advanced Literacy Practicum K-12. 3 Credits.

Prerequisite: EDU 438. Based on readers' literacy strengths and needs, practitioners conduct assessments and use data to design, implement, and reflect on instruction for students in grades K-12. Course members also build practices related to literacy leadership and advocacy. Level: Graduate

EDU 560 - Response to Intervention. 3 Credits.

Review of evidence-based assessment and instruction techniques in all basic academic areas. Advanced application of general outcome and curriculum-based measures and alignment of these assessments to interventions. Preparation in service as a leader for the implementation of school-wide prevention models. A practicum is required. Level: Graduate

EDU 561 - 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. Level: Graduate

EDU 562 - 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. Level: Graduate

EDU 563 - Methods and Curriculum for the Gifted and Talented. 3 Credits.

This is an advanced course in the education of gifted, talented, and creative students which focuses on (1) development of curriculum shown to be effective for gifted learners, and (2) implementation of teaching practices centered on discipline-based knowledge, learning styles, cultural variation, depth and complexity of content, and provisions for case-based, authentic and independent investigation. Level: Graduate

EDU 564 - Planning Programs for the Gifted and Talented. 3 Credits.

This is an advanced course in the education of gifted, talented, and creative students which addresses program models supported by research, and focuses on the fundamental principles of program design and development for gifted learners. The role of program evaluation and the use of program evaluation models are also stressed. Level: Graduate

EDU 570 - Instructional Technology Found. 3 Credits.

General introduction to the field, theory, and profession of instructional technology. Definition of instructional technology; history of the field. Level: Graduate

EDU 571 - Education, Technology, and Media. 3 Credits.

Principles and practices of instructional design for integration of educational technology. Emphasis on role of technology in contemporary teaching/learning/assessing theory and practice, including learning styles and multiple intelligences. Level: Graduate

EDU 580 - Distance Learning: Theory & Implementation. 3 Credits.

Open to graduate level students in Educational Leadership, Counseling or Teaching and Learning. Introduction to distance learning models and exploration of satellite and computer-mediated course development, implementation, and evaluation. Level: Graduate

EDU 581 - Planning & Management for Technology in Education. 3 Credits.

Open to graduate level students in Educational Leadership, Counseling or Teaching and Learning. Creating, implementing, maintaining, and evaluating technology plans for educational institutions, including budgets, facilities, and hardware planning. Level: Graduate

EDU 582 - Education Technology Trends & Issues. 3 Credits.

Exploration of trends and issues in the use of educational technology in a variety of settings. Level: Graduate

EDU 584 - Authentic Applications of Instructional Design. 3 Credits.

Development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. Level: Graduate

EDU 588 - Action Research in Classroom. 3 Credits.

Readings in research in teaching/learning. Strategies to implement all components of an action research project in a classroom including planning/research design, action, reflection, and sharing. Level: Graduate

EDU 589 - Professional Project. 3 Credits.

Culminating course in online master's program. Students demonstrate connections across content areas through a mini-thesis, research-based product that is shared with other professionals through a publication and/or presentation at a conference or workshop. Level: Graduate

EDU 590 - Research. 1-9 Credits.

(R-9) Offered every term. Prereq., consent of instr. Directed individual research and study appropriate to the background and objectives of the student. Level: Graduate

EDU 591 - Special Topics. 1-9 Credits.

(R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate

EDU 592 - Independent Study. 1-6 Credits.

(R-18) Offered autumn and spring. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Level: Graduate

EDU 594 - Seminar. 1-9 Credits.

(R-9) Offered autumn and spring. 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. Level: Graduate

EDU 595 - Supervised Internship. 1-3 Credits.

(R-9) Offered autumn and spring. Extended classroom experience which provides practical application of classroom learning during placements off campus. Level: Graduate

EDU 598 - Internship. 1-9 Credits.

(R-9) Offered every term. Prereq., consent of instr. Supervised field experience. Level: Graduate

EDU 599 - Professional Project/Thesis. 3 Credits.

Capstone in master's program. Students demonstrate connections across content areas through a mini-thesis, research-based product that is shared with other professionals through a publication and/or presentation at a conference or workshop. Level: Graduate

EDU 618 - Educational Statistics. 3 Credits.

Offered spring. Open to graduate level students in Educational Leadership, Counseling, or Teaching and Learning. Same as EDLD 618. Advanced statistical methods and use of the mainframe computer and microcomputer for data analysis. Use of a recognized statistical package (e.g., SPSS-X) for research applications. Level: Graduate

EDU 620 - Qualitative Research. 3 Credits.

Offered autumn. Same as EDLD 620. In-depth review of descriptive, experimental, historiographic, ethnographic, and other qualitative research methods, designs, and approaches. Includes the development of a research proposal. Level: Graduate

EDU 625 - Quantitative Research. 3 Credits.

Open to graduate level students in Educational Leadership, Counseling or Teaching and Learning. Same as EDU 625. Principles and technique of quantitative research in educational settings. Students prepare a draft of a research proposal and experience an abbreviated dissertation proposal defense. Level: Graduate

EDU 630 - Special Topics in Literacy. 1-3 Credits.

(R-3) Offered intermittently. Prereq., consent of instr. Should be taken in conjunction with or immediately prior to comprehensive examinations. In-depth coverage of selected topics in reading and writing related to current literacy issues and practices. Level: Graduate

EDU 652 - Issues of Curriculum & Instruction. 3 Credits.

Offered autumn odd-numbered years. Prereq., EDU 501 or consent of instr. Curricular and instructional decision making and process, innovation and change, trends and reforms. Controversial issues in education and society related to K-12 curriculum and motivation. Level: Graduate

EDU 690 - Advanced Research. 1-9 Credits.

(R-9) Offered intermittently. Prereq., consent of instr. Directed individual research and study appropriate to the background and objectives of the student. Level: Graduate

EDU 694 - Advanced Seminar in Curriculum & Instruction. 1-9 Credits.

(R-9) Offered intermittently. Prereq., consent of instr. A review and discussion of current research. Topics vary. Level: Graduate

EDU 699 - Thesis/Dissertation. 1-10 Credits.

(R-10) Offered every term. Preparation of a thesis or manuscript based on research for presentation and/or publication. Credit/No Credit grading only. Level: Graduate