THE DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

Programs in Elementary/Secondary Education, Special Education, Reading Education, Early Childhood Education, and School Counseling

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Mission

The Mission of the Department of Educational Theory and Practice is preparation of teachers who evidence the highest ideals of the teaching profession. This mission involves leading prospective teachers to examine the complex ways in which diverse disciplines interrelate and provide the foundations of all education. Study in the Department’s programs prepares professional educators for insightful, critical examination of the principles and practices that they encounter in their careers.

Offerings in the Department are based on the assumptions that teaching excellence depends upon:

1. celebration of the dignity of all individuals and cultural groups;
2. comprehensive understanding of subject matter;
3. a knowledge of human intellectual, physical, social, emotional, and spiritual development; and,
4. thoughtful, informed decisions about pedagogy.

Advising Information

Academic advising services for freshmen education majors are provided through Advising & Career Services in McMullen Hall on first floor west. When ready for admission to the Educator Preparation Program, education majors will be assigned to a faculty advisor in their program for upper division advising. Advising files for upper division students are maintained within the department. Although advisors are available to assist students in designing their Plans of Study, students are ultimately responsible for meeting degree requirements.

Degrees & Programs

MSU Billings no longer offers a Bachelor of Science in Education (BSED) degree. Students now receive either a Bachelor of Arts or Bachelor of Science in a content area through the College of Arts and Sciences with a secondary or K-12 educator licensure option. Students must earn a broadfield teaching major, a teaching major and teaching minor, a double major, or an extended major in order to complete degree and licensure requirements.

See Teacher Licensure Options for the following areas in the College of Arts & Sciences and College of Allied Health Professions.

- Art (K-12)
- Broadfield Science
- English
- Health & Physical Education (K-12)
- History
- Mathematics
- Music (K-12)
- Political Science
- Social Science (Broadfield licensure)¹
- Spanish (K-12)

¹ It is recommended that students interested in pursuing Social Sciences choose a major in history (licensure option) with a teaching minor in political science and apply for the social science (broadfield) licensure endorsement. This plan will expand employment potential. Please consult the College of Arts & Sciences for specific information.

Teaching Minors

For students who are pursuing secondary or K-12 educator licensure in a content major, the following minors lead to an additional endorsement. A teaching minor, second major, or extended major is required for the teacher licensure.

- Art (K-12)
- Health and Physical Education (K-12)
- History
- Mathematics
- Political Science
- Reading (K-12)
- Spanish (K-12)

The Department of Educational Theory and Practice is committed to preparing educators who evidence the highest ideals of the teaching profession. Programs in the Department are based on the assumptions that:

1. effective educators celebrate the uniqueness and dignity of all individuals;
2. a comprehensive understanding of subject matter is essential to teaching excellence;
3. an in-depth knowledge of human intellectual, physical, social, emotional, and spiritual development through informed classroom practice is essential to teaching excellence;
4. human learning emerges contextually within individuals and is molded in part by familial and cultural institutions and values; and,
5. thoughtful, informed decisions about pedagogy enable teachers to guide students in constructing knowledge and becoming actively involved citizens in an increasingly global society.

Online Availability

A number of COE programs are available online with limited on-campus residency requirements. These include the following:

- AA Program of Study in Education
- Minor in Early Childhood Studies
- School Counseling
- Graduate special education supervisory endorsement

In addition, some College of Education programs have individual course availability online but not the entire program of study. These include the following:

- Reading
- Elementary Education
- Graduate licensure programs in elementary and secondary education
- Broadfield Major in Elementary Education Bachelor of Science in Education Degree (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/bsed-broadfield-major-elementary-education)
- Elementary Education/Reading Double Major K-8 Bachelor of Science in Education Degree, K-12 Reading Endorsement (https://catalog.msubillings.edu/
undergraduate/college-education/department-educational-theory-practice/bsed-elementary-education-reading-double-major-k-8-k-12-reading-endorsement)

• Elementary Education/Special Education (P-12) Double Major Bachelor of Science in Education Degree (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/bsed-elementary-education-special-education-p-12-double-major)

• Secondary Education/Reading Double Major 5-12 Bachelor of Science in Education Degree, K-12 Reading Endorsement (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/bsed-secondary-education-readingdouble-major-5-12-k-12-reading-endorsement)

• Secondary Education/Special Education (P-12) Double Major Bachelor of Science in Education Degree (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/bsed-secondary-education-special-education-p-12-double-major)


• Reading (K-12) Teaching Minor (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/teaching-minor-reading-k-12)

• Special Education (P-12) Concentration Non-Endorsable Teaching Minor *Program placed on moratorium* (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/non- endorsable-teaching-minor-special-education-p-12-concentration)

• Education Program of Study Associate of Arts Degree (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/aa-education)

• Special Education (P-12) Teaching Endorsement (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/teaching-endorsement-special-education-p-12)

• Secondary Majors Teaching Licensure Professional Core (https://catalog.msubillings.edu/undergraduate/college-education/department-educational-theory-practice/secondary-majors-teaching-licensure-option)

A&SC

A&SC 111 First Year Seminar. 2 Credits
Term Typically Offered: Fall, Spring
Provides resources, strategies, and learning environments that actively engage students in meeting their educational goals while increasing their knowledge of community, civic engagement, and service learning. Students who are taking, or have taken, A&SC 101 cannot enroll in A&SC 111.
Lecture Hours 2
Department: EDCI/EDF

Early Childhood Education

EDEC 130 Hlth,Sfty,& Ntrtn in Erly Chld. 2 Credits
Term Typically Offered: Fall
Provides information regarding the importance of nutritional needs, principle health and movement issues, and safety considerations that help early childhood professionals provide an environment in which children can grow and develop to their full potential. Includes developmentally appropriate physical movement methods and information about issues and problems related to contemporary alcohol, tobacco, and other drug use, misuse, and abuse.
Lecture Hours 2
Department: SPED, SCOU, RD, EC

EDEC 292 Independent Study. 1-6 Credits
Prerequisite(s): Consent of instructor and Department Chairperson.
Provides an opportunity for freshman and sophomore students to explore material not covered by the regular college courses.
Department: EDCI/EDF

EDEC 294 Seminar/Workshop. 1-6 Credits
Provides an opportunity for study in an area of Early Childhood Education.
Department: EDCI/EDF

EDEC 296 Fieldwork/PRACTICUM. 1-7 Credits
Prerequisite(s): consent of instructor.
Provides freshmen and sophomores with an opportunity to explore and develop applications of study in a particular area. Uses selected pupils for demonstration purposes. In-field contact time is 45 hours per semester credit. Field placements are arranged through the Office of Licensure, Standards and Clinical Practice. Valid criminal background check required.
Lecture Hours 1-7
Department: EDCI/EDF

EDEC 298 Internship/COOPERATIVE EDUC. 1-6 Credits
Provides freshmen and sophomores with a supervised experience in a licensed setting providing services to young children and/or families. The internship setting and requirements are arranged with the student's advisor in conjunction with the Office of Licensure, Standards and Clinical Practice. The student will spend 45 contact hours during the academic semester for each semester hour of credit. Valid criminal background check required.
Department: EDCI/EDF

EDEC 310 Child in the Family. 3 Credits
Term Typically Offered: Spring
Focuses on the reciprocal relationship between the child, family and environment. This course includes knowledge and experience necessary to assist and support the parents (of both typically developing and children with special needs) in their role as primary caregivers and informal teachers of young children. A field experience is integrated into the course experience.
Lecture Hours 3
Department: EDCI/EDF

EDEC 352 Math & Science in Early Chldhd. 3 Credits
Term Typically Offered: Fall
Prerequisite(s): EDEC 381 and EDEC 385.
Focuses on developmentally appropriate, research-based curriculum, methods, and assessment in early childhood mathematics and science. Examines state and national standards and key concepts and skills in science and math curriculum. Develops high quality, meaningful science and math experiences that emphasize hands-on exploration and investigation of meaningful content with young children.
Lecture Hours 3
Department: EDCI/EDF

EDEC 381 EC CURRICULUM & METHODS. 3 Credits
Term Typically Offered: Fall
Provides the student with an understanding of developmentally appropriate curriculum. Curricular adaptations for individual learners including appropriate technology and equipment will be addressed. A field experience is integrated into the course and assignments.
Lecture Hours 3
Department: EDCI/EDF
EDEC 385 Intgrtd Curr Early Chldhd Ed. 3 Credits
Term Typically Offered: Spring
Prerequisite(s): EDEC 381.
(2 lec/wk + 45 hrs practicum) Provides the student with an understanding of integrated developmentally appropriate curriculum, including The Project Approach and developmentally appropriate integration of educational technology. Various theoretical approaches and methods of early childhood curriculum design will be emphasized. Students will develop relevant and meaningful curriculum for young children with an emphasis on full integration of all content areas and will apply their learning with a 45 hour practicum in a preschool classroom during the semester. Can be taken concurrently with EDEC 381.
Lecture Hours 3
Department: EDCI/EDF

EDEC 430 Soc/Emotional Dev in Yng Child. 3 Credits
Term Typically Offered: Spring
Provides the student with a knowledge and experiential base related to the social and emotional development of young children, to include guidance techniques. An emphasis will be placed on issues of the developing self while emphasizing the critical role of supportive and engaged adults. Classroom observation and interaction with children required.
Lecture Hours 3
Department: EDCI/EDF

EDEC 492 Independent Study. 1-6 Credits
Provides an opportunity for students of superior academic standing to explore material not covered by the regular college courses.
Department: EDCI/EDF

EDEC 494 Seminar/Workshop. 1-8 Credits
Term Typically Offered: Spring, Summer
Provides an opportunity for study in an area of Early Childhood Education.
Department: EDCI/EDF

EDEC 495 Early Childhood Student Tching. 9,12 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): Approved application to student teach and co-registration in EDU 406 if not completed.
Places the student in a supervised field experience in an early childhood (preschool – 3rd grade) setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid criminal background check required.
Department: SPED, SCOU, RD, EC

EDEC 496 Advanced Practicum. 1-6 Credits
Provides an opportunity through use of selected pupils for demonstration purposes for students to explore and develop applications of theoretical study in a particular area. In-field contact time is 45 hours per semester credit. Field placements are arranged through the Office of Licensure, Standards and Clinical Practice.
Department: EDCI/EDF

EDEC 498 Internship/Cooperative Educ. 1-6 Credits
Prerequisite(s): Consent of advisor.
Allows the student to assume the full range of teaching duties in an exemplary early childhood setting. Field placements are arranged through the Office of Licensure, Standards and Clinical Practice and require 45 hours of contact time for each semester hour of credit.
Department: EDCI/EDF

Special Education

EDSP 204 Intro to Tchng Exceptnl Lrnrs. 3 Credits
Term Typically Offered: Fall, Spring, Summer
Considers the characteristics of children with exceptional learning needs. Examines the services and strategies to provide for the needs of each individual with exceptional needs in the least restrictive environment. This course includes a field experience and students must have a background check prior to starting the course.
Lecture Hours 3
Department: EDCI/EDF

EDSP 205 Adult & Child Interact Skills. 3 Credits
Provides the student with basic knowledge of adult-child interaction, support strategies, literacy development, and observation techniques. A field experience is integrated into the course and assignments.
Lecture Hours 3
Department: EDCI/EDF

EDSP 292 Independent Study. 1-6 Credits
Provides an opportunity for freshman and sophomore students to explore, under supervision, material not covered by regular college courses. Approval of department chair required.
Department: EDCI/EDF

EDSP 294 Seminar/Workshop. 1-3 Credits
Department: EDCI/EDF

EDSP 298 Internship/Cooperative Educ. 1-6 Credits
Provides freshman and sophomore students with a supervised field experience in an appropriate setting specifically related to the student’s major/minor area. In-field contact time is 45 hours per semester credit. Field placements are arranged through the Office of Licensure, Standards and Clinical Practice.
Department: EDCI/EDF

EDSP 301 Tchng Stdnts w Lrning Disab. 3 Credits
Prerequisite(s): Admission to Educator Preparation Program.
Introduces a historical and theoretical background for teaching students with learning disabilities. Presents identification procedures and the variety of exceptional needs in the least restrictive environment. This course includes a field experience and students must have a background check prior to starting the course.
Lecture Hours 3
Department: EDCI/EDF

EDSP 302 Tchng Stdnts w Intellect Disab. 3 Credits
Prerequisite(s): Admission to Educator Preparation Program.
Introduces a historical and theoretical background for teaching students with learning disabilities from preschool level through adult life.
Lecture Hours 3
Department: EDCI/EDF

EDSP 303 Tchng Stdnts w Emot Beha Disor. 3 Credits
Prerequisite(s): Admission to Educator Preparation Program.
Introduces a historical and theoretical background for teaching students with emotional disturbance. Presents identification procedures and the variety of community and system options for these children, as well as classroom techniques and procedures for teaching students in the public schools.
Lecture Hours 3
Department: EDCI/EDF

EDSP 304 Tchng Stdnts w Intellect Disab. 3 Credits
Prerequisite(s): Admission to Educator Preparation Program.
Introduces a historical and theoretical background for teaching students with developmental disabilities. Presents skills in assessment, instruction, and evaluation of students in school and community settings. Valid criminal background check required.
Lecture Hours 3
Department: EDCI/EDF
EDSP 310 Spec Edn Div Lrnrs thru Collab. 3 Credits
Term Typically Offered: Fall, Spring, Summer
Prerequisite(s): EDSP 204 and one Methods course.
Provides an opportunity for junior and senior students to explore, under supervision, material not covered by regular college courses. Approval of department chair required.
Department: EDCI/EDF

EDSP 492 Independent Study. 1-6 Credits
Provides an opportunity for junior and senior students to explore, under supervision, material not covered by regular college courses. Approval of department chair required.
Department: EDCI/EDF

EDSP 494 Seminar/Workshop. 1-3 Credits
Department: EDCI/EDF

EDSP 495 Student Teaching in Special Ed. 6-9 Credits
Prerequisite(s): Approved student teaching application and completion of the special education course requirements.
Places the student in a supervised field experience in a special education P-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentoring teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Lab fee required. Valid criminal background check required.
Lecture Hours 6-9
Department: EDCI/EDF

Education

EDU 105 Education and Democracy. 3 Credits
Term Typically Offered: Fall, Spring, Summer
Explores what it means to be an educated person in a democratic society. Although schooling is generally the formal means whereby societies educate citizens, this course focuses on education broadly to examine a) the ways people create and share knowledge, b) society’s responsibilities to provide the rich and varied opportunities needed by all citizens who would be educated, c) the consequences of disenfranchising anyone from those opportunities, and d) the critical link between democratic society and education.
Lecture Hours 3
Department: EDCI/EDF

EDU 211 Multicultural Education. 3 Credits
Term Typically Offered: Spring (odd years)
Acquaints students with the history, philosophy, goals, teaching strategies, curricula, and practices of multicultural education in order to prepare teachers for dealing with and affirming the diversity of America's increasingly pluralistic classrooms. Deals with racial, cultural, and other forms of diversity in the United States and Montana.
Lecture Hours 3
Department: EDCI/EDF
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term Typically Offered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Presents a comprehensive introduction to the study of Human development including the developmental capabilities and needs of Humans at different ages with respect to the physical, psychomotor, cognitive, social, emotional, and psychological domains that affect all education. The course includes a practicum with community-based services for children and youths so students need to plan accordingly. Valid criminal background check required. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 220L</td>
<td>Human Growth &amp; Development Lab</td>
<td>0</td>
<td></td>
<td>Lab Hours 0 Department: EDCI/EDF</td>
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<tr>
<td>EDU 221</td>
<td>Educ Psyc &amp; Measurement</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Focuses on Human learning as it provides the basis for instruction and classroom management. Provides comprehensive coverage of the principles, concepts, and implications of Human learning from classical, operant, social learning, and cognitive paradigms. Covers measurement, similarities and differences in learners, management and discipline strategies, and related corollaries of Human learning applied to instruction. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 270</td>
<td>Instructional Technology</td>
<td>3</td>
<td></td>
<td>Prepares students to use computer applications in the classroom, including adaptive technology, databases, multimedia, telecommunications, and word processing. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
</tr>
<tr>
<td>EDU 290</td>
<td>Human Growth &amp; Development Lab</td>
<td>1-5</td>
<td></td>
<td>Lab Hours 1-5 \nDepartment: EDCI/EDF</td>
</tr>
<tr>
<td>EDU 292</td>
<td>Independent Study</td>
<td>1-5</td>
<td></td>
<td>\nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 294</td>
<td>Seminar/Workshop</td>
<td>1-8</td>
<td></td>
<td>Provides the opportunity for the department to offer lower division courses of particular topical interest which are not offered as a part of the regular offering of courses. \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 296</td>
<td>Clinic</td>
<td>1-5</td>
<td></td>
<td>Prerequisite(s): consent of instructor. Provides freshman and sophomores with an opportunity to explore and develop applications of study in a particular area. Uses selected students for demonstration purposes. In-field contact time is 45 hours per semester credit. Field placements are arranged through the Office of Licensure, Standards and Clinical Practice. \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 298</td>
<td>Internship/Cooperative Educ</td>
<td>1-8</td>
<td></td>
<td>Avails freshmen and sophomores of opportunities for experiences in various non-classroom settings under faculty and on-site supervision. In-field contact time is 45 hours per semester credit. Field placements are arranged through field practice faculty. This course is offered as a Pass/No Pass course only. Valid criminal background check required. Lecture Hours 1-8 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 315</td>
<td>IEFA in the Montana Classroom</td>
<td>2</td>
<td>Fall, Spring</td>
<td>Prerequisite(s): EDU 380, EDU 381, or EDCI 500. Provides instruction and practice on how to develop lesson plans with IEFA essential understandings infused into regular content areas. Use of Montana Content Standards and Indian Education for All Essential Understandings to write lesson plans and critique lesson plans will be the focus of the class. Fulfills IEFA requirement for Montana State Licensure. Lecture Hours 2 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 330</td>
<td>Emergent Literacy</td>
<td>3</td>
<td>Spring</td>
<td>\nPrerequisite(s): EDU 397A or consent of instructor. Provides a view of the stages of literacy development including areas of language, writing, perception, behavior and cognitive development. Curriculum and instruction analyses are related to various stages of literacy development. Contains a field experience with children, relating theory to practice. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 331</td>
<td>Lit &amp; Literacy for Children</td>
<td>3</td>
<td></td>
<td>\nPrerequisite(s): Acceptable background check. Examines literature for children in grades K-8. Students study key aspects of the history of children’s literature and current children’s literature, and develop an understanding of literacy features in books, including genre, illustration, text structures, and literary elements. Provides students with an overview of diverse literature, including Indian Education for All. Students consider instructional approaches for engaging children with literature. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 333</td>
<td>Rd &amp; Wrtng Across Curriculum</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>\nPrerequisite(s): Admission to Educator Preparation Program or consent of instructor. Introduces pre-service teachers to basic concepts about reading and writing to learn, provides strategies for making content area text more accessible to readers, includes techniques for assessment of text difficulty and student competence in reading content text, and examines designs for approaching content area study using reading and writing as tools for the development of content subject concepts. Lecture Hours 3 \nDepartment: EDCI/EDF</td>
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<tr>
<td>EDU 336</td>
<td>Cog &amp; Lang Dev in Yng Children</td>
<td>3</td>
<td></td>
<td>\nPrerequisite(s): EDU 380, EDU 381, or EDCI 500. Provides instruction and practice on how to develop lesson plans with IEFA essential understandings infused into regular content areas. Use of Montana Content Standards and Indian Education for All Essential Understandings to write lesson plans and critique lesson plans will be the focus of the class. Fulfills IEFA requirement for Montana State Licensure. Lecture Hours 2 \nDepartment: EDCI/EDF</td>
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EDU 336 Cog & Lang Dev in Yng Children. 3 Credits  
Term Typically Offered: Fall (even years)  
(Lec 2; Clinic 1) Focuses on current theory and practice related to understanding and enhancing the young child’s cognitive and language development. Provides the student with opportunities to apply child development and learning theory to assessment, curriculum, and interaction patterns with young children. A field experience is integrated into the course experience and assignments. Valid criminal background check required.  
Lecture Hours 3  
Department: EDCI/EDF
EDU 353 Junior Field Experience.  
Prerequisite(s): Admission to Educator Preparation Program AND consent of instructor.  
Corequisite(s): coregistration with at least two of EDU 397A, EDU 397B, EDU 397C, or EDU 397D. (F, Sp) Students will engage in 90 hours of supervised practical experience in an elementary classroom.  
This experience includes: structured observation focusing on cultural and developmental characteristics of children; working with teachers on individual diagnosis of student needs and prescription of student activities; and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid criminal background check required. 
Department: EDCI/EDF

EDU 354 Secondary Junior Field.  
Prerequisite(s): Admission to Educator Preparation Program and consent of instructor. 
Students will engage in 65 hours of supervised practical experience in a K-12 or secondary classroom, with five seminars. This experience includes structured observation focusing on cultural and developmental characteristics of children, working with teachers on individual diagnosis of student needs and prescription of student activities, and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid criminal background check required. 
Department: EDCI/EDF

EDU 355 Reading Junior Field.  
Term Typically Offered: Fall, Spring  
Prerequisite(s): EDU 397A, EDU 433. 
Includes scaffolded observation and instructional experiences in reading/language arts and developing appropriate instruction and intervention. Provides participants with opportunities to teaching individuals and small groups under direct supervision. 
Department: EDCI/EDF

EDU 356 Writing Junior Field.  
Term Typically Offered: Fall, Spring  
Prerequisite(s): EDU 397A, EDU 433. 
Provides strategies for integration of reading, writing, listening, viewing and visually representing, and speaking across the curriculum. Provides hands-on experiences with the writing process and forms of writing (including spelling and handwriting), evaluation of student writing, grammar teaching, and intervention for development of expressive effectiveness. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 357 Junior Field Experience.  
Prerequisite(s): Admission to Educator Preparation Program AND consent of instructor.  
Corequisite(s): coregistration with at least two of EDU 397A, EDU 397B, EDU 397C, or EDU 397D. (F, Sp) Students will engage in 90 hours of supervised practical experience in a secondary classroom, with five seminars. This experience includes: structured observation focusing on cultural and developmental characteristics of children; working with teachers on individual diagnosis of student needs and prescription of student activities; and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid criminal background check required. 
Department: EDCI/EDF

EDU 358 Junior Field Experience.  
Prerequisite(s): Admission to Educator Preparation Program AND consent of instructor.  
Corequisite(s): coregistration with at least two of EDU 397A, EDU 397B, EDU 397C, or EDU 397D. (F, Sp) Students will engage in 90 hours of supervised practical experience in a secondary classroom, with five seminars. This experience includes: structured observation focusing on cultural and developmental characteristics of children; working with teachers on individual diagnosis of student needs and prescription of student activities; and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid criminal background check required. 
Department: EDCI/EDF

EDU 359 Junior Field Experience.  
Prerequisite(s): Admission to Educator Preparation Program AND consent of instructor.  
Corequisite(s): coregistration with at least two of EDU 397A, EDU 397B, EDU 397C, or EDU 397D. (F, Sp) Students will engage in 90 hours of supervised practical experience in a secondary classroom, with five seminars. This experience includes: structured observation focusing on cultural and developmental characteristics of children; working with teachers on individual diagnosis of student needs and prescription of student activities; and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid criminal background check required. 
Department: EDCI/EDF

EDU 380 Intro Curriculum Plan/Practice.  
Term Typically Offered: Fall, Spring  
Prerequisite or concurrent enrollment in EDU 220, EDU 221, EDSP 204. Introduces middle school, high school, and K-12 pre-service teachers to several major curriculum models and a variety of instructional practices appropriate for use with preadolescent and adolescent students in contemporary school settings. Teaches students to integrate technology and multicultural issues into the curriculum.  
Lecture Hours 2 
Department: EDCI/EDF

EDU 381 Curriculum Theory & Design.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite or concurrent enrollment in EDU 220, EDU 221, EDSP 204. Introduces pre-service elementary and middle school teachers to the various historical, philosophical, psychological, sociological, and developmental concerns in designing school curricula. Philosophies of and practical strategies for integration of computer technologies and multicultural perspectives in to curricula are explored. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 383 Assessment in Education.  
Prerequisite(s): Admission Educator Preparation Program. 
Gives pre-service education candidates foundations of assessment, measurement, and evaluation, including choosing, designing, administering, and interpreting assessments and a variety of evaluation tools. Candidates will learn the professional and ethical responsibilities of assessment as well as its cultural, social, and political issues. Candidates will be introduced to decision making and program planning for students, including those with exceptional learning needs and from culturally or linguistically diverse backgrounds.  
Lecture Hours 3 
Department: EDCI/EDF

EDU 385 Instructional Planning & Practice.  
Prerequisite(s): EDU 381. 
Provides preservice elementary teachers with theories and practical strategies for planning, facilitating, and assessing student learning. Also, the course deals with incorporation of technology into the elementary mathematics classroom and the appropriate use of manipulatives and other instructional materials. Curriculum adaptation to meet the needs of all students is addressed. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 386 Instructional Planning & Practice.  
Prerequisite(s): EDU 381. 
Provides preservice elementary teachers with theories and practical strategies for planning, facilitating, and assessing student learning. Also, the course deals with incorporation of technology into the elementary mathematics classroom and the appropriate use of manipulatives and other instructional materials. Curriculum adaptation to meet the needs of all students is addressed. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 387B Methods: 5-12 Science.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program; EDU 381, and completion of Social Sciences, History, and Cultural Diversity categories of General Education or equivalencies.  
Includes theories and practices for teaching social studies in the elementary and middle school. Students plan for teaching social science concepts and skills using developmentally and culturally appropriate instructional practices, involvement learning strategies, and a variety of evaluation procedures. Techniques for collaborating with professional colleagues and integrating multimedia computer technologies into social studies instruction are included in the course. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 388 Methods: 5-12 Language Arts.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program, and General Education categories English and Communication/Information Literacy completed. Provides strategies for integration of reading, writing, listening, viewing and visually representing, and speaking across the curriculum. Provides hands-on experiences with the writing process and forms of writing (including spelling and handwriting), evaluation of student writing, grammar teaching, and intervention for development of expressive effectiveness. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 397A Methods: K-8 Language Arts.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): EDU 381, admission to Educator Preparation Program, and General Education categories English and Communication/Information Literacy completed. Provides strategies for integration of reading, writing, listening, viewing and visually representing, and speaking across the curriculum. Provides hands-on experiences with the writing process and forms of writing (including spelling and handwriting), evaluation of student writing, grammar teaching, and intervention for development of expressive effectiveness. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 397B Methods: K-8 Social Studies.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program; EDU 381; and completion of Social Sciences, History, & Cultural Diversity categories of General Education or equivalencies.  
Includes theories and practices for teaching social studies in the elementary and middle school. Students plan for teaching social science concepts and skills using developmentally and culturally appropriate instructional practices, involvement learning strategies, and a variety of evaluation procedures. Techniques for collaborating with professional colleagues and integrating multimedia computer technologies into social studies instruction are included in the course. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 397C Methods: K-8 Mathematics.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program and M 131. Provides preservice elementary teachers with theories and practical strategies for planning, facilitating, and assessing student learning. Also, the course deals with incorporation of technology into the elementary mathematics classroom and the appropriate use of manipulatives and other instructional materials. Curriculum adaptation to meet the needs of all students is addressed. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 397D Methods: K-8 Science.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program and completion of Science General Education category. 
Focuses upon methods of teaching science inquiry skills, content and attitudes in the elementary classroom. Provides experiences which enhance student understanding of how children learn science and construct knowledge regarding K-6 science curricula. Addresses curriculum adaptation to meet the needs of all students. 
Lecture Hours 3 
Department: EDCI/EDF

EDU 397E Methods: K-8 Social Studies.  
Term Typically Offered: Fall, Spring, Summer  
Prerequisite(s): Admission to Educator Preparation Program; EDU 381; and completion of Social Sciences, History, & Cultural Diversity categories of General Education or equivalencies.  
Includes theories and practices for teaching social studies in the elementary and middle school. Students plan for teaching social science concepts and skills using developmentally and culturally appropriate instructional practices, involvement learning strategies, and a variety of evaluation procedures. Techniques for collaborating with professional colleagues and integrating multimedia computer technologies into social studies instruction are included in the course. 
Lecture Hours 3 
Department: EDCI/EDF
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term Offered</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 397I</td>
<td>Methods: K-12 Music.</td>
<td>2</td>
<td>Fall, Spring</td>
<td>Admission to Educator Preparation Program.</td>
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<tr>
<td></td>
<td>Provides the student with the methods and materials necessary for teaching</td>
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<td>in a K-12 setting.</td>
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<td></td>
<td>music in the K-12 setting.</td>
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<td>Specifically, the areas to be covered are: elementary general music,</td>
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<td>elementary instrumental music, middle school instrumental and choral music, and</td>
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<td>high school instrumental and choral music.</td>
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<td>Lecture Hours 2</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 397M</td>
<td>Methods K-8: Integrating Arts/Curr.</td>
<td>4</td>
<td>Fall, Spring, Summer</td>
<td>Admission to Educator Preparation Program.</td>
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<tr>
<td></td>
<td>Develops knowledge of and experience with effective methods, techniques, and</td>
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<td>materials for teaching visual arts, drama, and music to children as part of an</td>
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<td>integrated curriculum in the elementary grades. Students engage in creative and</td>
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<td>critical experiences with the arts. They design integrated arts instruction while</td>
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<td>learning how to document and assess student progress utilizing strategies to address</td>
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<td>the needs of diverse learners. Students work directly with children in microteaching</td>
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<td>or field-based teaching experiences.</td>
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<td>Lecture Hours 4</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 406</td>
<td>Phil., Legal &amp; Ethical Issues.</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Admission to Educator Preparation Program.</td>
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<td></td>
<td>Focuses on analysis of the philosophical, legal and ethical issues in the</td>
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<td>context of education in a pluralistic society. Provides the student with a background in the</td>
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<td>philosophies of education and allows the student to study legal and ethical issues relevant to</td>
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<td>modern education in America.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 413</td>
<td>Developing Student Writing.</td>
<td>3</td>
<td>Fall (odd years)</td>
<td>Admission to Educator Preparation Program.</td>
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<tr>
<td></td>
<td>Provides students with a view of the writing process, methods for engaging</td>
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<td>children in writing activity in the classroom, assessments of and interventions into the writing</td>
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<td>efforts of children, and understanding of writing-reading connections consistent with</td>
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<td>current practices in reading education.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 418</td>
<td>Dev of Lit in Multicultural.</td>
<td>3</td>
<td>Fall (odd years)</td>
<td>Admission to Educator Preparation Program.</td>
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<tr>
<td></td>
<td>Provides theoretical background and practical experience in approaching</td>
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<td>literacy acquisition and development in multilingual and multicultural communities. Offers</td>
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<td>consideration of the nature of literacy itself vis-à-vis linguistic, cultural, socio-economic,</td>
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<td>gender, racial, ethnic and intellectual diversities.</td>
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<td>Lecture Hours 3</td>
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<td></td>
<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 430</td>
<td>Teaching Reading K-3.</td>
<td>3</td>
<td>Fall</td>
<td>Admission to Educator Preparation Program.</td>
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<tr>
<td></td>
<td>Introduces students to developmentally appropriate methods for teaching and</td>
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<td>assessing reading and literacy in early elementary classrooms. This course will focus on the</td>
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<td>instruction of Reading in the primary grades (K-3) as reflected in best practices and current</td>
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<td>research.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 432</td>
<td>Lit &amp; Literacy for Young Adlts.</td>
<td>3</td>
<td>Fall</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433.</td>
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<td></td>
<td>Provides the reading specialist and 5-12 certification preservice teachers</td>
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<td>with a view of literacy development consistent with the abilities, interests and needs of</td>
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<td>upper grade and secondary students. Offers instructional practices in reading/writing</td>
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<td>appropriate to and supportive of middle and secondary curricula.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 433</td>
<td>Reflective Practice Teaching Rd.</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433.</td>
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<tr>
<td></td>
<td>Provides students with practical experience in reading and writing</td>
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<td>processes. Discusses approaches to teaching reading and writing, including the</td>
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<td>gradual release of responsibility model and the workshop model. Provides the</td>
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<td>students with a foundation in literacy assessment, as well as reading/writing applications for</td>
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<td>subject matter content.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 434</td>
<td>Reading Round Table.</td>
<td>3</td>
<td>Fall</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433.</td>
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<td></td>
<td>Provides students with literature study routines and materials for</td>
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<td>juvenile/young adult trade books; discussion and engagement focuses on one title at a time using</td>
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<td>a literature workshop method. Examination of reading practices which employ trade books in middle</td>
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<td>and secondary schools is included.</td>
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<td>Lecture Hours 3</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 435</td>
<td>Theories in Reading.</td>
<td>3</td>
<td>Fall</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433.</td>
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<td></td>
<td>Acquaints the student with a variety of theories of reading and writing</td>
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<td>instruction. Designed to extend the theoretical understanding of literacy development.</td>
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<td>Lecture Hours 3 Department: EDCI/EDF.</td>
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<tr>
<td>EDU 436</td>
<td>Storytelling.</td>
<td>3</td>
<td>Spring</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433.</td>
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<td></td>
<td>Provides students with background in the nature of oral narrative, offers</td>
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<td>developmental experience for the novice teller, and ties storytelling and practices in oral</td>
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<td>narrative in general to language acquisition and development.</td>
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<td>Lecture Hours 3 Department: EDCI/EDF.</td>
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<td>EDU 438</td>
<td>Literacy Assessment, Dia. Inst.</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Admission to Educator Preparation Program, EDU 397A, and EDU 433; admission to Educator</td>
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<td></td>
<td>Focuses on the literacy development of children experiencing difficulty with</td>
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<td>Preparation Program or consent of instructor.</td>
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<td>classroom reading/writing instruction. Effective teaching strategies are studied and</td>
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<td>applied. Contains a field experience with children, tying theory to practice. Lab fee</td>
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<td>required. Valid criminal background check required.</td>
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<td>Lecture Hours 3 Department: EDCI/EDF.</td>
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<td>EDU 492</td>
<td>Independent Study.</td>
<td>1-5</td>
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<td>Admission to Educator Preparation Program.</td>
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<td>Provides the student with a view of the writing process, methods for engaging children in writing</td>
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<td>activity in the classroom, assessments of and interventions into the writing efforts of children,</td>
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<td>and understanding of writing-reading connections consistent with current practices in reading</td>
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<td>Department: EDCI/EDF</td>
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<tr>
<td>EDU 494</td>
<td>Seminar/Workshop.</td>
<td>1-8</td>
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<td>Admission to Educator Preparation Program.</td>
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<td>Provides the student with a view of the writing process, methods for engaging children in writing</td>
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<td>activity in the classroom, assessments of and interventions into the writing efforts of children,</td>
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<td>and understanding of writing-reading connections consistent with current practices in reading</td>
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<td>Department: EDCI/EDF</td>
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</tbody>
</table>

The Department of Educational Theory and Practice
EDU 495A Student Teaching: K-12. 9 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): Approved application to student teach.
(8 credits student teaching, 1 credit seminar). Places the student in a supervised field experience in a K-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid Criminal background check required.
Lecture Hours 9
Department: EDCI/EDF

EDU 495B Student Teaching: K-8. 9,12 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): Approved application to student teach.
(8/11 credits student teaching, 1 credit seminar). Places the student in a supervised field experience in an elementary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid Criminal background check required.
Lecture Hours 9
Department: EDCI/EDF

EDU 495C Student Teaching: 5-12. 9 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): Approved application to student teach.
(8 credits student teaching, 1 credit seminar). Places the student in a supervised field experience in a secondary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Lab fee required. Valid Criminal background check required.
Lecture Hours 9
Department: EDCI/EDF

EDU 495E Reading Student Teaching. 6 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): EUS 438.
Provides unique school placement to follow Elementary Education Student Teaching with the intent of exposing the student to one-on-one and small group delivery of reading instruction for special purposes.
Lecture Hours 6
Department: EDCI/EDF

EDU 495L Mentoring Seminar. 0 Credits
Lab Hours 0
Department: EDCI/EDF

EDU 497A Methods: 5-12 Social Studies. 2 Credits
Term Typically Offered: Fall
Prerequisite(s): Admission to Educator Preparation Program.
Prepares pre-service teachers to teach middle and high school students the fields of history and the social sciences. Students explore major models used in teaching social studies and current curriculum trends and instructional strategies in the field. Students learn how to plan, organize, teach, and assess lessons and units which integrate contemporary practices such as computer technology and cooperative learning.
Lecture Hours 2
Department: EDCI/EDF

EDU 497B Methods: 9-12 Mathematics. 3 Credits
Term Typically Offered: Fall
Prerequisite(s): Admission to Educator Preparation Program.
Prepares pre-service teachers to teach mathematics to secondary school students.
Lecture Hours 3
Department: EDCI/EDF

EDU 497C Methods: K-12 Modern Language. 2 Credits
Term Typically Offered: Fall
Prerequisite(s): Admission to Educator Preparation Program.
Examines the unique set of concerns and challenges facing the K-12 teachers of foreign languages. Instruction is offered in: language acquisition practice, classroom teaching techniques, curricular design, testing and evaluation, media-based instruction and technology, instructional materials development, and classroom behavioral management.
Lecture Hours 2
Department: EDCI/EDF

EDU 497D Methods: 5-12 English. 2 Credits
Term Typically Offered: Fall
Prerequisite(s): Admission to Educator Preparation Program.
Prepares pre-service middle and secondary language arts teachers to implement instruction and facilitate and assess student learning. Provides practice in using a variety of methods and approaches for teaching students to develop functional reading, writing, speaking, listening, viewing, and critical thinking skills.
Lecture Hours 2
Department: EDCI/EDF

EDU 497E Reading Student Teaching. 8 Credits
Term Typically Offered: Fall, Spring
Prerequisite(s): Approved application to student teach.
Provides unique school placement to follow Elementary Education Student Teaching with the intent of exposing the student to one-on-one and small group delivery of reading instruction for special purposes.
Lecture Hours 6
Department: EDCI/EDF

EDU 497F Methods: 5-8 Mathematics. 3 Credits
Term Typically Offered: Fall
Prerequisite(s): Admission to Educator Preparation Program.
Prepares pre-service teachers to teach mathematics to middle school students.
Lecture Hours 3
Department: EDCI/EDF

EDU 497G Internship/Cooperative Educ. 1-8 Credits
Term Typically Offered: Fall
Provides effective techniques in presenting materials, planning class activities, and creating good learning experiences - methods of teaching and evaluating arithmetic, remedial mathematics, basic geometry, introductory algebra, and reading/writing mathematics.
Lecture Hours 3
Department: EDCI/EDF

Library Science

LSCI 125 Research in the Info Age. 3 Credits
Introduces students to how information is organized and demonstrates how to find, evaluate, and use books, articles, web pages, and other materials in both electronic and print forms. The course also covers the steps of the research process including how to think critically about information, how to use information ethically, how to navigate ongoing changes in information sources, and how to cite sources.
Lecture Hours 3
Department: EDCI/EDF

Reading

RD 101 College Reading Strategies. 3 Credits
Term Typically Offered: Fall, Spring
Provides instruction and practice in applying active reading strategies, improving comprehension in content areas, demonstrating critical thinking skills in responding to individual content area reading assignments, and increasing vocabulary to improve academic success. RD 101 prepares students for the demands of college-level reading. Course earns academic credit but does not count toward General Education, a degree, or certification.
Lecture Hours 3
Department: EDCI/EDF