



School of Education and Graduate Studies

McFarland Hall 326

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<https://www.vcsu.edu/departments/education-and-graduate-studies/>

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Founded as a teacher's college over 125 years ago, VCSU is widely respected as having one of the finest teacher education programs in the region. Students have the opportunity to become qualified for nearly any area of K-12 education from the elementary classroom to rapidly growing areas of specialization that include EL, Kindergarten, Special Education, and STEM Education.

Valley City State University offers a Master of Education (M.Ed.) degree with concentrations in Elementary Education, English, Library and Information Technologies, Teaching English Learners, Teaching and Technology, and Technology Education. This online program may be completed in two years over six semesters.

Graduate Studies

Dean: James Boe, Ph.D.

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<https://www.vcsu.edu/departments/graduate-studies/>

For information about graduate programs and courses, please see the Graduate Program (<http://catalog.vcsu.edu/graduate-catalog/>) section of this catalog.

Aberle, Amber Ussatis (2013) Assistant Professor; B.S., M.Ed. Valley City State University, Ed.D. Capella University

Anderson, Mary Beth (2022) Assistant Professor; B.S., M.S. University of Minnesota

Bass, Dave (1981) Assistant Professor; B.S. Valley City State University, M.Ed. University of North Dakota

Bremer, Abigail (2019) Assistant Professor; B.S., M.S. Michigan State University, Ed.D. Minnesota State University - Moorhead

Burgad, Allen (2021) ; B.S.Ed. Valley City State University, M.Ed. University of Mary, Ed.D. University of North Dakota

Hanson, David (2017) Assistant Professor; B.S. Valley City State University, M.S. Tri-College University

Klein, Joan (2016) Assistant Professor; B.S. Minnesota State University - Moorhead, M.S. Northern State University

Kvilvang, Heather (2002) Assistant Professor; B.S. in Ed. Valley City State University, M.S. Minnesota State University Moorhead, Ph.D. North Dakota State University

Olson, Alan (1990) Professor; B.S. Valley City State University, M.S. Northern State University, Ph.D. University of North Dakota

Peschel, Heather (2015) Assistant Professor; B.S. Valley City State University, M.Ed. University of North Dakota

Pollert, Jaime (2021) Assistant Professor; B.A. Concordia University, M.S. Minnesota State University-Moorhead

Richman, Harmony (2018) Assistant Professor; B.S., M.Ed. Minnesota State University - Moorhead

Ries, Katlyn (2024) Assistant Professor; B.S.Ed. Valley City State University, B.S. North Dakota State University, M.Ed. University of North Dakota,

Zahn, Cindy (2005) Associate Professor; B.S.Ed. Moorhead State University, M.Ed. University of Wisconsin-River Falls, Ph.D. North Dakota State University

Zerface, Angela (2021) Assistant Professor; B.S. Minnesota State University-Moorhead, B.S.,B.A. Valley City State University, M.Ed. North Dakota State University

Major

- Elementary Education (B.S. in Education) (<http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/elementary-education/>)



Minors

- Teaching English Learners (<http://catalog.vcsu.edu/undergraduate-catalog/programs/minors/teaching-english-language-learners/>)
- Library Media and Information Science (<http://catalog.vcsu.edu/undergraduate-catalog/programs/minors/library-media-information-science/>)

Certificates

- STEM Education (<http://catalog.vcsu.edu/undergraduate-catalog/programs/certificates/stem-education-elementary/>) (Elementary)
- STEM Education (<http://catalog.vcsu.edu/undergraduate-catalog/programs/certificates/stem-education-secondary/>) (Secondary)

Certificate of Completion

- Middle Level Education (<http://catalog.vcsu.edu/undergraduate-catalog/programs/certificate-completion/middle-level-education/>)
- Reading (<http://catalog.vcsu.edu/undergraduate-catalog/programs/certificate-completion/reading/>)

Endorsements

- Early Childhood (<http://catalog.vcsu.edu/undergraduate-catalog/programs/endorsements/early-childhood/>)
- Kindergarten (<http://catalog.vcsu.edu/undergraduate-catalog/programs/endorsements/kindergarten/>)
- Strategist Special Education (<http://catalog.vcsu.edu/undergraduate-catalog/programs/endorsements/strategists-pecial-education/>)
- Teaching English Learners (<http://catalog.vcsu.edu/undergraduate-catalog/programs/endorsements/teaching-english-language-learners/>)

Graduate Programs

- Please see the Graduate Program (<http://catalog.vcsu.edu/graduate-catalog/programs/>) section of this catalog.

EDUC 210. Creative Activities. 2 Credits.

A course designed to explore resources and to provide instruction, demonstration, and participation in a variety of practical art, music, and physical experiences for children of various ages in the elementary school.

Typically Offered: Fall, Spring, Summer.

EDUC 240. Educating Exceptional Students. 3 Credits.

A study of the characteristics of the exceptional student. Current delivery models, educational adaptations, and best practices for the regular classroom teacher of a mainstreamed student are stressed. This course covers mental health topics and strategies related to K-12 education. This meets requirements for initial licensure in the state of North Dakota.

Typically Offered: Fall, Spring, Summer.

EDUC 249. Introduction to VCSU Program. 1 Credit.

An introduction to the Teacher Education Program at VCSU. This course introduces students to the requirements for admission into the program and to the Teacher Education Handbook, Praxis I and II requirements, and the senior portfolio.

Typically Offered: Fall, Spring, Summer.

EDUC 250. Introduction to Education. 3 Credits.

An introduction to the professional education sequence. The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a 40 hour field experience in an elementary or secondary classroom. Prior to starting the required field experience, EDUC 250 students must have a cleared background check on file with Teacher Education office.

Typically Offered: Fall, Spring.

Prerequisite: GPA of 2.5 or higher.

EDUC 251. Introduction to the Teaching Profession. 2 Credits.

A study of the teaching profession, including historical, philosophical, and social foundations of education. Students will have opportunities to apply knowledge and skills through peer teaching activities. Emphasis is placed upon the knowledge and skills needed to prepare pre-service teachers to become knowledge-based decision-makers who can provide learning experiences for K12 students through effective use of planning, implementing, evaluating, and reflecting.

Typically Offered: Fall, Spring.

EDUC 252. Introductory Field Experience. 2 Credits.

Students will have an opportunity to apply knowledge and skills learned in EDUC 251 Introduction to the Teaching Profession by participating in a 40-hour field experience at an elementary or secondary school site. Regular class meetings with the Instructor are also required with activities that may include, but are not limited to discussing and reflecting on field experiences, exploring additional trends/topics in education, developing lessons and guest presentations.

Typically Offered: Fall, Spring.

Prerequisite or Corequisite: EDUC 251.



EDUC 277. Mathematics for Elementary Teachers I. 3 Credits.

A course designed to provide elementary teachers with the ability to integrate the understanding of content with the understanding of how students learn arithmetic concepts. Students study the application of arithmetic concepts of the solutions of problems. Mathematical content includes algebra fundamentals, functions, graphing, inductive and deductive reasoning, whole number operations, number bases, numeration systems, place value, number theory topics, sets, integers, decimals, percentages and fractions.

Typically Offered: Fall, Spring, Summer.

EDUC 278. Mathematics for Elementary Teachers II. 3 Credits.

A course designed to provide elementary teachers with the ability to integrate the understanding of content with the understanding of how students learn mathematical concepts. Students study the application of mathematical concepts to the solution of problems. Mathematical content includes topics in geometry, measurement, modular arithmetic, algebra, statistics, and probability.

Typically Offered: Fall, Spring, Summer.

EDUC 283. Understanding Cultural Diversity in Education. 3 Credits.

A multicultural study of the cultural, ethnic, linguistic, and developmental differences of students in the classroom. Included are traditional and modern Native American cultures and values with an emphasis on North Dakota Native Americans as well as strategies for teaching and assessing diverse cultural populations.

Typically Offered: Fall, Spring, Summer.

EDUC 294. Independent Study. 1-3 Credits.

Directed reading, study, and/or activities in selected topics.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

EDUC 299. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

EDUC 300. Educational Technology. 2 Credits.

A study of the use of information and communication technologies for educational purposes. Students design and develop digital-age learning experiences that incorporate contemporary tools and resources to maximize content learning and to develop the knowledge, skills, and attitudes of a professional educator.

Typically Offered: Fall, Spring.

EDUC 305. Philosophy and Curriculum of Middle Level Education. 3 Credits.

A focus on the educational foundations essential to meeting the needs of young adolescents in the middle level schools. Education topics include philosophy, historical background, curriculum, facilitation of learning, organizational practices, assessment, and planning.

Typically Offered: Summer.

EDUC 310. Introduction to Early Childhood Education. 3 Credits.

A course designed to provide students with the terminology and historical background related to early childhood education. The course covers the growth and development of the child from birth to age eight with an emphasis on developmentally appropriate practices. Parental involvement, play, and observation practices are also examined.

Typically Offered: Fall, Summer.

EDUC 313. Language and Literacy in Early Childhood Education. 2 Credits.

A study of language and literacy growth and development during the early childhood years. Emphasis is given to sub-cultural language patterns, language and literacy problems, theories concerning the origins of language and literacy, and the relationship of language and literacy to thought and culture.

Typically Offered: Spring, Summer.

EDUC 315. Mathematics in the Elementary School. 3 Credits.

A study of mathematical concepts, systems of numbers, ways of presenting these concepts, and understanding how arithmetical concepts are developed, expanded, and reinforced. Special emphasis will be on the impact of technology, problem solving, and mathematical reasoning. Students will plan, implement, and evaluate lessons.

Typically Offered: Fall, Spring, Summer.

Prerequisites: Admitted to Teacher Education, EDUC 277, and EDUC 278.

EDUC 320. Social Studies in the Elementary School. 3 Credits.

A study of the content, methods, and materials used when teaching elementary school social studies. Topics include multicultural education, geography, global education, law-related education, critical thinking, computer usage, and designing effective lesson plans.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Teacher Education.



EDUC 321. Foundations of Reading Instruction. 3 Credits.

An introductory course which provides the foundations of reading education. Topics include the reading process, emergent literacy, word identification, vocabulary development, comprehension, reading instruction approaches, and reading/study skills. Teaching reading in the multicultural classroom is a major theme.

Typically Offered: Fall, Spring.

EDUC 322. Methods of Language Arts Instruction. 3 Credits.

A course based upon the philosophy that the language arts are best taught as integrated modes. Topics include planning, implementing, and evaluating language arts lessons; language acquisition; teaching grammar usage, oral language, listening writing, handwriting, and spelling; developing language arts learning centers; and meeting the needs of culturally-diverse students.

Typically Offered: Fall, Spring, Summer.

Prerequisite: Admitted to Teacher Education and EDUC 321.

EDUC 323. Methods of Reading in the Elementary School. 3 Credits.

Methods of reading in the elementary school is a course designed to teach pre-service teachers the fundamental principles and concepts of the structure of language. This course is built upon the foundations of reading and students will acquire the knowledge of sound-symbol correspondences of language, understand the relationship of phonemic awareness, and the phonological system of language related to the reading process. Students will also study the six syllable types, syllabication of multisyllabic words, and be introduced to the role of morphology and etymology in decoding and encoding. Students will learn to apply the principles of explicit and systematic instruction when planning and teaching reading. This learning structure also embeds the concepts of reading difficulties, use of technology in literacy, and meeting the needs of culturally diverse and special needs students.

Typically Offered: Fall, Spring, Summer.

Prerequisites: Admitted to Teacher Education, EDUC 321.

EDUC 330. Children's Literature. 3 Credits.

A study of children's literature with emphasis on the relationship of books to the basic needs of children. The importance of children's literature as a support to all areas of the curriculum is stressed. New trends in literature, the evaluation of literacy and visual elements and the multicultural concept are explored.

Typically Offered: Fall, Spring.

EDUC 337. Pre-Kindergarten Observation and Assessment. 3 Credits.

An opportunity for a field experience in a pre-kindergarten setting. The pre-service student will be involved in all aspects of teaching in the pre-kindergarten classroom including the administration of informal assessments of a pre-k student using multiple measures. Students are responsible for learning about the basic principles of administration, organization, leadership, and operation of early childhood programs.

Typically Offered: Fall, Spring, Summer.

Prerequisite: EDUC 310.

EDUC 350. Elementary Practicum and Classroom Management. 2 Credits.

An opportunity for pre-service teachers to gain experience in an elementary classroom in preparation for student teaching. The student works closely with an elementary teacher to develop a greater understanding of effective teaching and classroom management. This course requires the student to participate in both the practicum experience and the substitute teaching program.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Teacher Education.

Grading: S/U only.

EDUC 351. Secondary Practicum and Classroom Management. 1 Credit.

An opportunity for pre-service teachers to gain experience in a secondary classroom in preparation of student teaching. The student works closely with an secondary classroom teacher to develop a greater understanding of effective teaching and classroom management. Students are encouraged to take the practicum the same semester as their secondary methods course.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Teacher Education.

Grading: S/U only.

EDUC 352. Culturally Diverse Practicum. 1 Credit.

Provides pre-service teachers an experience in a culturally diverse classroom. This experience will enable the pre-service teacher to be better prepared to meet all student's needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.

Typically Offered: Fall, Spring.

Grading: S/U only.



EDUC 355. Science Methods for Elementary Teachers. 3 Credits.

A course designed to prepare prospective elementary teachers for effective teaching of science in elementary schools. Methods and materials are introduced and opportunities for practice and evaluation are available. Topics include critical thinking and questioning techniques, designing effective lesson plans and units.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Teacher Education.

EDUC 361. Foundations of Bilingual/Multicultural Education. 2 Credits.

A focus on models of bilingual education. Topics include research of the effectiveness, or lack thereof, of bilingual education; the history of bilingual education; and significant laws and court decisions affecting language minority students.

Typically Offered: Summer.

EDUC 363. Assessing EL Proficiency. 2 Credits.

This is a methods course where students are required to demonstrate their ability to assess EL students on their basis of the level of English language proficiency (ELP) attained, as well as scaffold accordingly. Additionally, students are required to demonstrate their ability to administer ELP instruments such as the WIDA ACCESS, and other corresponding formative language instruments.

Typically Offered: Fall.

Prerequisites: EDUC 361; Admission to Teacher Education.

EDUC 375. Teaching Reading in the Content Areas. 2 Credits.

A study of reading in the content areas. Methodology, organization of classroom, study skills, and strategies for dealing with the culturally different student are emphasized.

Typically Offered: Fall, Spring, Summer.

EDUC 390. Methods of Teaching EL. 2 Credits.

A methods course where students are required to demonstrate their proficiency in language pedagogy specifically adapting mainstream classroom content's comprehensibility for English learners (EL). Students are required to demonstrate their proficiency implementing sheltered content instruction (SDAIE or SIOP).

Typically Offered: Spring.

Prerequisites: EDUC 361; Admission to Teacher Education.

EDUC 394. Independent Study. 1-3 Credits.

Directed reading, study, and/or activities in selected topics.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

EDUC 399. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

EDUC 400. Educational Psychology. 2 Credits.

A study of how students learn and how effective teaching assists the learning process. Units of instruction include learning styles, information processing and cognitive skills development, classroom management, motivation, and assessment of student learning.

Typically Offered: Fall, Spring, Summer.

Prerequisite: Admitted to Teacher Education.

EDUC 430. Diagnosis and Correction of Reading Difficulties. 3 Credits.

In this course, teacher candidates will receive training in both formal and informal assessment procedures and data interpretation. Candidates will use this data to design and evaluate robust reading interventions. Students will work with a student within their licensure area to complete a case study. Key learning outcomes for this course include understanding the needs of struggling readers, developing the knowledge and skills to select and give appropriate reading assessments for various purposes, data-based planning, implementing evidence-based instructional lessons, and monitoring student progress. Emphasis will also be placed on utilizing the problem-solving model within a Multi-Tiered System of Supports (MTSS) to support all learners.

Typically Offered: Fall, Spring, Summer.

Prerequisite: Admitted to Teacher Education .

Prerequisite or Corequisite: EDUC 323.

EDUC 431. Practicum in Corrective Reading (Elementary). 2 Credits.

Provides an opportunity for the advanced student to gain firsthand experience in public school remedial reading programs. Knowledge and skills concerning causes, diagnosis, and treatment of reading difficulties are put to practical use by incorporating interventions and strategies for struggling readers.

Typically Offered: Fall, Spring, Summer.

Prerequisite: Admitted to Teacher Education; .

Prerequisite or Corequisite: EDUC 430.

Grading: S/U only.

EDUC 432. Practicum in Corrective Reading (Secondary). 2 Credits.

Provides an opportunity for the advanced student to gain firsthand experience in public school remedial reading programs. Knowledge and skills concerning causes, diagnosis, and treatment of reading problems are put to practical use.

Typically Offered: Fall, Spring, Summer.

Prerequisite or Corequisite: EDUC 430.



EDUC 433. Practicum and Assessment in Reading. 1 Credit.

This 30 hour practicum provides an opportunity for the student to gain first hand experience in public school corrective/remedial programs. Knowledge concerning courses, diagnosis, and treatment of reading problems is put to practical use. Students will have an opportunity to work intensively with individual students or small groups of students who are experiencing problems in learning how to read. This practicum provides pre-service teachers with an opportunity to apply what they have learned in the prerequisite reading courses.

Typically Offered: Fall, Spring.

Prerequisite or Corequisite: EDUC 430.

EDUC 435. Kindergarten Education and Curriculum. 4 Credits.

A study of techniques and procedures for teaching kindergarten. The curriculum areas of social science, math, health, safety, expressive arts, and language arts are explored. Materials and methods are examined as well as organizational and management procedures appropriate to the preschool kindergarten child.

Typically Offered: Spring, Summer.

Prerequisite: Admitted to Teacher Education.

EDUC 450. Trends in Assessment and Educational Issues. 2 Credits.

A study of current issues and trends with an emphasis on assessment. The course focuses on formative and summative evaluation processes, comprehensive assessment strategies to measure student learning, holistic plans to determine student grades, state and national assessments, use of assessment data to determine curricular decisions and current issues with a significant impact on education.

Typically Offered: Fall, Spring, Summer.

Prerequisite: Admitted to Teacher Education.

EDUC 464. Practicum in the EL Classroom. 2 Credits.

An opportunity for a practicum/classroom experience in a linguistically diverse setting. Students observe, teach, and work closely with a teacher as well as with students from diverse primary language backgrounds.

Typically Offered: Fall, Spring.

Prerequisite: EDUC 390.

EDUC 470. Methods of Teaching in the Middle School. 3 Credits.

Focused on strategies used in exemplary middle school teaching that are appropriate for young adolescent learners. The course provides students with an opportunity to learn and develop the knowledge and skills necessary to achieve teaching competency.

Typically Offered: Summer.

Prerequisite: Admitted to Teacher Education.

EDUC 475. Student Teaching (Secondary). 5 Credits.

Observation, teaching, and other experiences related to teaching in the secondary school.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Student Teaching.

Grading: S/U only.

EDUC 480. Student Teaching (Secondary). 10 Credits.

Observation, teaching and other experiences related to teaching. The student in secondary education spends twelve weeks of the senior year student teaching. K-12 majors will gain experience at the elementary and secondary levels.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Student Teaching.

Grading: S/U only.

EDUC 485. Student Teaching (Elementary). 5 Credits.

Observation, teaching, and other experiences related to teaching in the elementary school.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Student Teaching.

Grading: S/U only.

EDUC 490. Student Teaching (Elementary). 10 Credits.

Observation, teaching, and other experiences related to teaching. The student in elementary education spends twelve weeks of the senior year student teaching.

Typically Offered: Fall, Spring.

Prerequisite: Admitted to Student Teaching.

Grading: S/U only.

EDUC 491. Senior Portfolio. 1 Credit.

A course to assist the student in developing a Teaching for Learning Capstone unit during student teaching and a digital portfolio for graduation. The course addresses both technical application and content.

Typically Offered: Fall, Spring.

Grading: S/U only.

EDUC 492. Clinical Practice. 2-12 Credits.

A supervised Clinical Practice used in place of student teaching when the Clinical Practice can be used to satisfy the requirements for licensure.

Typically Offered: Fall, Spring.

Grading: S/U only.

Repeatable: Up to 12 Credits.

EDUC 494. Undergraduate Research. 3-12 Credits.

The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.



EDUC 497. Internship. 3-12 Credits.

An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.

Typically Offered: Fall, Spring, Summer.

Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.

Grading: S/U only.

Repeatable: Up to 12 Credits.

EDUC 499. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

LMIS 250. Introduction to the Library's Essential Role in Schools. 3 Credits.

An introduction to library types and services, the roles of the school librarian and the library program as an essential part of the learning community as well as an introduction to intellectual freedom and information technology as they relate to an inclusive school library community.

Typically Offered: Fall; Summer odd years.

LMIS 299. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

LMIS 360. Collection Development. 3 Credits.

An examination of the basic principles of selection and evaluation of library materials in a variety of formats, study and practice in the use of selection aids, and the development of collection policies and procedures to ensure the school library collection is diverse and inclusive, accessible and meets the information needs of a wide range of learners for both academic and personal interests.

Typically Offered: Spring; Summer odd years.

LMIS 365. The Organization of Information. 3 Credits.

An introduction to the principles and theories of library cataloging, practical experience in the use of standard descriptive and subject cataloging, classification and MARC bibliographic format to support 24/7 access of materials to an inclusive school library community.

Typically Offered: Spring; Summer even years.

LMIS 370. Reference Sources and Services. 3 Credits.

An exploration of the reference role of the school librarian in collaborating with the learning community to actively engage learners in research, critical thinking and the inquiry process. Candidates will learn strategies to provide access to and support the needs of a diverse learning community, model and foster the ethical use of information, and promote digital citizenship.

Typically Offered: Fall; Summer even years.

LMIS 394. Independent Study. 1-3 Credits.

Directed reading, study, and/or activities in selected topics.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

LMIS 399. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

LMIS 430. Administration of the School Library. 3 Credits.

A study of the purpose and function of a school library program and the principles of library management including leadership, advocacy, ethical practice, and evidence-based decision making to evaluate and inform library policies, resources and services in inclusive learning environments.

Typically Offered: Spring; Summer even years.

LMIS 445. Standards for Effective Libraries. 3 Credits.

An introduction and investigation of national and state curricular and library standards, with a focus on teaching and learning strategies which meet the diverse needs and development of all learners. Instructional strategies that integrate information literacy into the curriculum, support student-centered inquiry learning, ethical use of information and foster collaboration among librarians and classroom teachers are examined.

Typically Offered: Fall.

LMIS 470. Current Issues in Librarianship. 3 Credits.

An exploration of emerging school library trends with a focus on current issues related to diverse learners, inclusive technology-enabled environments, media literacy and digital citizenship, and professional learning.

Typically Offered: Spring; Summer odd years.

LMIS 494. Undergraduate Research. 3-12 Credits.

The course is designed to integrate subject matter from major coursework and other disciplines into a project that leads to the creation of an original body of knowledge.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.



LMIS 497. Internship. 3-12 Credits.

An opportunity for students to apply classroom learning to an on-the-job work experience. Internship must be related to the student's major or minor course of study and may be in any geographic location. Credit is granted in the range of three to twelve hours per semester and may be repeated up to a maximum of 12 credit hours. Application and approval through Career Services.

Typically Offered: Fall, Spring, Summer.

Prerequisites: Junior Standing or Senior Standing and cum GPA of 2.50 or higher.

Grading: S/U only.

Repeatable: Up to 12 Credits.

LMIS 499. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 12 Credits.

SPED 310. Behavior Modification. 3 Credits.

Introduction to basic principles and techniques of behavior modification. Emphasis is placed on the use of behavior modification techniques in self-management, education, child rearing, and helping professions. Cross-referenced with PSYC 310

Typically Offered: Spring.

Prerequisite: PSYC 111.

Same As: PSYC 310/SPED 310.

SPED 333. Assessment of Students with Disabilities. 3 Credits.

A course in assessment for those who will be required to understand and use assessment data for students in all educational settings including students with disabilities. The course covers basic assessment concepts and evaluation of standardized tests and their use in decision making in regular and special education settings.

Typically Offered: Spring.

Prerequisite: SPED 340.

SPED 340. Learning Disabilities, Emotional Disorders, and Intellectual Disabilities. 3 Credits.

A study of psychological and educational research findings pertaining to the child with a learning disability, emotional disturbance, and intellectual disabilities. Emphasis is given to current research and a schools responsibility to provide for a free and appropriate education in least restrictive environment. The course will introduce legal requirements, history and evolution of laws impacting the field of special education, including the Individuals with Disabilities Education (IDEA) Improvement Act of 2004 and No Child Left Behind (NCLB) Act related to special education services.

Typically Offered: Fall, Spring, Summer.

Prerequisite: EDUC 240.

SPED 380. Collaboration, Consultation, and Transition Planning for Students with Disabilities. 3 Credits.

This introductory course designed to prepare special education personnel, classroom teachers, paraeducators and other school district staff in collaborative school consultation and teamwork in serving the educational needs of students at all levels, including the transition planning needs of secondary students.

Typically Offered: Fall, Summer.

Prerequisites: Admitted to Teacher Education and SPED 340.

SPED 382. Methods and Materials of SLD. 2 Credits.

Methods and materials of SLD is designed to prepare students with information to help them make appropriate decisions concerning students with learning problems. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social-emotional behaviors and to teach academic skills adapted to the students' unique needs.

Typically Offered: Fall.

Prerequisites: Admitted to Teacher Education and SPED 340.

SPED 383. Methods and Materials of ED. 2 Credits.

Methods and materials of ED is designed to prepare students with information to help them make appropriate decisions concerning students with emotional or behavioral problems. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social-emotional behaviors.

Typically Offered: Fall, Spring.

Prerequisites: Admitted to Teacher Education and SPED 340.

SPED 384. Methods and Materials of ID. 2 Credits.

Methods and materials ID is designed to prepare students with information to help them make appropriate decisions concerning students with cognitive impairments and/or developmental delays. The course is designed to ensure that students (especially students with disabilities) receive the instruction and support (including assistive technology) they need to be successful. Along with learning to establish responsive learning environments (RTI), students will learn to promote social, emotional and behaviors and to teach academic skills adapted to the students unique needs.

Typically Offered: Spring.

Prerequisites: Admitted to Teacher Education and EDUC 240; .

Prerequisite or Corequisite: SPED 340.



SPED 399. Special Topics. 1-4 Credits.

Courses not offered in the regular catalog that provide an opportunity to extend student learning.

Typically Offered: On sufficient demand.

Repeatable: Up to 4 Credits.

SPED 486. Special Education Student Teaching in SLD, ED, ID, and Assessment. 5 Credits.

SPED 486 Student Teaching (5) Students will spend six weeks teaching students with SLD, ED, and ID disabilities. This course is designed to provide students with a concentrated applied experience teaching in K-12 special education settings. The students will experience the responsibility of a Special Education Strategist under the direction of a university supervisor and a cooperating teacher.

Typically Offered: Fall, Spring.

Prerequisite: Admission to Teacher Education and Student Teaching. Completion of SPED 333, SPED 340, SPED 380, SPED 382, SPED 383, SPED 384, EDUC 430, PSYC 310.

Grading: S/U only.