Courses

T&L 220. Lakota Linguistics for Teachers 1. 3 Credits.
This is an introductory course on Lakota linguistics designed for Lakota language teachers. It focuses on three main components of Lakota grammar: (i) Lakota pronunciation and alphabet, (ii) Lakota inflectional morphology, and (iii) Lakota sentence structure (syntax). The first component is a thorough introduction to Lakota phonemic inventory, historic and current writing systems and methodology on how to teach pronunciation, listening comprehension and how to develop phonemic awareness in second language acquisition of Lakota. The second component offers a comprehensive coverage of Lakota conjugation of all verb classes and types. The third component introduces Lakota sentence structure up to intermediate level. On demand.

T&L 250. Introduction to Education. 3 Credits.
This course is designed for students exploring the profession of teaching in early childhood, elementary, middle, or secondary schools. You will study what it means to be a teacher, the role of schools in a diverse society, and the foundations of education. You will participate in field experiences in schools, role-playing, simulations, and peer-teaching to explore teaching in today’s schools. F,S.

T&L 251. Understanding Individuals with Different Abilities. 3 Credits.
This course is designed to introduce students to foundational knowledge of individuals with different abilities addressing the identification, supports, range of services, assessment components, and evidence-based teaching practices. Historical, legal, cultural, and societal influences that impacts educational success will be explored. F,S,SS.

T&L 252. Child Development. 3 Credits.
Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child’s home and community environment. F,S.

T&L 286. Field Experience. 1 Credit.
Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university or community setting approved by the program area. S/U grading. Prerequisite: Consent of instructor. Repeatable to 3 credits. S/U grading. F,S.

T&L 310. Introduction to Early Childhood Education. 3 Credits.
An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. There will be a minimum of six hours of observation and/or activities in the field. F,S.

T&L 311. Observing and Assessing Children. 3 Credits.
This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. Prerequisites: Approval to Teacher Education Program and T&L 310. F,S.

T&L 313. Language Development and Emerging Literacy. 3 Credits.
This course examines both typical and atypical development of language and thought in children ages birth-8. Children’s emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. Prerequisite: Admission to the Teacher Education program. F.

T&L 316. Behavioral Assessment and Tiered Supports in Education. 3 Credits.
The study of behavior management within a multi-tiered system of support (MTSS) for the educational advancement of children and youths in schools. Behavior concepts, assessments, and interventions are applied within the MTSS framework as defined by contemporary special education laws and regulations. Prerequisite or Corequisite: T&L 315. F,S.

T&L 319. Integrating Diverse Needs in Educational Settings. 3 Credits.
This course introduces students to the shared, collaborative responsibility of professionals in education. It emphasizes understanding of different emotional and learning abilities and underscores the requirement that teachers create and modify learning environments and adapt evidence-based teaching strategies and methods. Integrated into this course are concepts of accountability, building collaborative partnerships and facilitating educational programming for inclusive success. F,S,SS.
T&L 320. Infant and Toddler. 3 Credits.
This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the children's home and community environments. Prerequisite: T&L 252 or PSYC 250 or permission of instructor. S,SS.

T&L 322. Administration and Leadership in Early Childhood Education. 3 Credits.
An investigation of patterns of administration, curriculum organization, spatial resources, and staffing in early childhood settings, serving children 0-8 years old. Topics include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience. Prerequisite: Admission to the Teacher Education program. S.

T&L 324. Integrating the Arts in the Elementary Classroom. 3 Credits.
Learn why integrating the arts in the elementary classroom is critical for student learning and engagement. Design lessons that engage children in learning elementary content through the arts as well as foster children's creative expression. Prerequisite: Admission to the Teacher Education program. F,S.

T&L 328. Survey of Children's Literature. 3 Credits.
Students survey the broad range of literature written for children. Emphasis is placed on gaining familiarity with the multicultural aspects of literature, understanding the distinguishing characteristics of genre, developing visual literacy with respect to illustration, and acquiring the ability to evaluate literature, as well as its use, with an understanding of children's developmental needs. F,S.

T&L 329. Young Adult Literature. 3 Credits.
Discussion and critical evaluation of contemporary literature, both adolescent and adult, which is of interest to young adults, with an emphasis on fiction, drama, poetry, essays, and biographies. On demand.

T&L 330. Lakota Linguistics for Teachers. 3 Credits.
This course builds on LTL1 and offers a comprehensive coverage of Lakota inflectional and derivational morphology, allowing the students to identify, use and teach all types of Lakota verbs in all their forms. Secondly, the course provides a thorough introduction to Lakota sentence structure (syntax). Prerequisite: T&L 220. On demand.

T&L 333. Methods and Materials: Pre-Kindergarten. 3 Credits.
Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. Prerequisites: T&L 310 and admission to the Teacher Education program. Corequisite: T&L 486. F,SS.

T&L 335. Understanding Readers and Writers. 3 Credits.
This foundational course explores the developmental nature of literacy learning, the reading and writing processes, and the conditions for successful literacy learning. Holistic methods for assessing literacy are studied to understand individual language learners. Prerequisite: Admission to the Teacher Education program. F,S.

T&L 336. Social and Emotional Development and Guidance of Children. 3 Credits.
This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. S,SS.

T&L 338. Home, School and Community Relations. 3 Credits.
The course is an exploration of home school relations. The content will include history, parental involvement in schools, parent-teacher conferences, home visits, parent programs, and resources for parents. F,SS.

T&L 339. Educational Technology. 2 Credits.
Students will demonstrate a sound understanding of technology concepts and operations that not only support classroom curriculum but provide an avenue for continuing professional development. Students will learn to apply technology to facilitate a variety of effective assessment and evaluation strategies. The class will help students understand the social, ethical, legal and human issues that surround the use of technology in PK-12 schools. Prerequisite: Admission to the Teacher Education program. F,SS.

T&L 341. Foundations of Middle Level Education. 2 Credits.
This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization. Prerequisite: Admission to the Teacher Education program. F.

T&L 345. Curriculum, Instruction, and Assessment. 3 Credits.
A general curriculum development and instruction course designed for the undergraduate pre-service middle school and/or secondary teacher across all disciplines. It introduces and provides practice in planning, multiple instructional strategies, and methods of formal and informal assessment. It considers the impact of historical foundations, teaching philosophy, discipline standards, knowledge of diverse learners and special needs, and technology on curriculum development. Prerequisites: Admission to Teacher Education Program and T&L 250. F,S.

T&L 350. Development and Education of the Adolescent. 3 Credits.
A comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior/middle and high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development. A field experience is part of the course. Prerequisites: Admission to Teacher Education Program and T&L 250. F,S.

T&L 370. Differentiated Instruction. 3 Credits.
An introduction to the principles of differentiation including responsive instructional and assessment strategies, learner preferences, and the dynamics of a differentiated learning environment. Managing and organizing a differentiated approach to teaching is also presented. S.

T&L 386. Field Experience. 1 Credit.
Supervised tutorial or apprentice teaching, experience in an early childhood, K-12 classroom, university or community setting approved by the program area. Optional. Prerequisites: Admission to Teacher Education Program and T&L 250. S/U grading. F,S.

T&L 390. Special Topics. 1-3 Credits.
May be repeated. Prerequisite: Admission to the Teacher Education Program. Repeatable.

T&L 400. Methods and Materials. 3 Credits.
Various teaching methods and strategies and the materials used in teaching in a subject area. (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.) Some offered F only; some F,S. See adviser. Prerequisites: T&L 250 and T&L 345, and admission to the Teacher Education program. Corequisites: T&L 486. Repeatable to 18 credits. F,S.

T&L 401. School Safety Science. 1 Credit.
Prepares students to plan for and communicate about a wide variety of classroom and laboratory safety issues. Health and safety issues are examined for the classroom teacher and the students in all science courses, including electrical safety, biological safety, chemical use, storage and disposal, legal issues, liability reduction and cost control are also addressed in detail. Prerequisites: Admission to Teacher Education Program. Corequisite: T&L 400. F.

T&L 404. Assessment in the Elementary Classroom. 1 Credit.
Elementary teachers must know how to design and use classroom assessments across all content areas as a way to monitor student learning and achievement, and to inform their decisions about instruction and the learning environment. This course will outline procedures for designing or selecting, administering, scoring, and interpreting a variety of formative and summative assessments for use in elementary classrooms. By exploring assessments aligned to educational objectives and standards, students will evaluate student learning outcomes across the elementary grades and content areas. In addition, students will become familiar with measures to assess learners with special needs and to assess learners from linguistically and culturally diverse backgrounds.

T&L 405. Data Literacy for Teachers. 1 Credit.
Teachers in all grade levels and program areas must know how to effectively and responsibly use student assessment data to inform their practice and address individual student needs and learning goals. This course will introduce students to various sources of assessment data, how to analyze patterns and themes in the data in order to make individual and programmatic decisions, and how to discuss data trends with colleagues as part of a professional learning community. Through careful examinations of real student data and discussions with community educators and administrators, students in this course will gain an understanding of the role and purpose of data and how to meaningfully use it to guide instruction. F,SS.
T&L 409. Reading in the Content Areas. 3 Credits.
This course emphasizes instructional strategies for reading and writing, as well as the use of varied texts, in the content area classroom. Prerequisite: Admission to the Teacher Education program. S.

T&L 410. Teaching Reading in the Elementary School Classroom (TEAM). 3 Credits.
A study of methods for teaching and assessing reading in the elementary school classroom with an emphasis on planning instruction that is child-centered, process-oriented and literature-based. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

T&L 411. Primary Reading and Language Arts. 2 Credits.
This course explores a wide variety of developmentally-appropriate instructional practices for teaching primary level children multiple ways of communicating and experiencing language. This course emphasizes integrating reading, writing, speaking and listening as forms of creative and personal expression. Effective methods of teaching children to decode and encode print are studied. Prerequisites: T&L 335 and admission to the Teacher Education program. Prerequisite or Corequisite: T&L 328. F,S.

T&L 413. Assessing and Correcting Reading Difficulties. 2 Credits.
The focus of this course and practicum is to learn about current approaches to assessment and methods to assist students who are having difficulty with reading and writing. Observations, running records, interviews, and other evaluation procedures are used to learn about reader and writers, and these assessments are used to plan for instruction. Prerequisites: T&L 335 and admission to the Teacher Education program. Corequisites: T&L 414. SS.

T&L 414. Corrective Reading Practicum. 2 Credits.
Applying the knowledge and skills learned in T&L 413, students in this practicum assess, plan for and teach children who are having difficulty with reading and/or writing. Prerequisites: T&L 335 and admission to the Teacher Education program. Corequisites: T&L 413. SS.

T&L 415. Language and Literacy Development of English Language Learners. 3 Credits.
This course includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and classroom learning, and teaching academic content to ELs in the general education classroom. Prerequisite: Admission to the Teacher Education program or permission of instructor. S.

T&L 416. Adolescent Literacy Development. 3 Credits.
A study of adolescent literacy development with emphasis on instructional strategies and practices for reading and responding to texts, helping struggling readers, and engagement in literacy. Prerequisite: Admission to the Teacher Education program or permission of instructor. F.

T&L 417. Writing & Language Arts Methods. 2 Credits.
A study of methods for teaching writing and language arts to children in grades K-6. Emphasis is placed on process-oriented writing approaches; spelling and grammar; ways of using language for creative, personal, and content area expression. Prerequisites: Admission to Teacher Education Program and T&L 335 and T&L 328. F,S.

T&L 422. Development of the Gifted and Talented. 2 Credits.
Research and theory for understanding the development needs of the more able child in early childhood and in educational experiences. S.

T&L 423. Assessment and Individualized Planning in Special Education. 3 Credits.
A study of the principles and practices of: (1) obtaining diagnostic information on school-related problems of a student; (2) assimilating this information and prescribing appropriate alterations based on continuous measurement data. Prerequisites or Corequisites: TL 315 and T&L 319. F,S.


T&L 428. Assistive Technology. 1 Credit.
An overview of the various forms of technology (e.g., communication boards, switches, software) that may be used to assist students with disabilities. F,S,SS.

T&L 430. Social Studies in the Elementary School (Team). 3 Credits.
To understand and analyze the different modes of teaching social studies, to gain the competencies necessary for organizing a unit in the social studies, to gain an understanding of the values and multiple perspectives inherent within the various teaching strategies, to develop a preferred perspective on the ideal nature of Social Studies education. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

T&L 432. Learning Environments. 3 Credits.
The purpose of this class is to study psychological, social, and cultural factors that influence classroom behavior and to examine elements that contribute to a positive learning environment. A field experience is include in the course. Prerequisite: Admission to the Teacher Education program. F,S,SS.

T&L 433. Multicultural Education. 3 Credits.
This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota. Prerequisite: Admission to the Teacher Education program. F,S,SS.

T&L 440. Mathematics in Elementary School (Team). 3 Credits.
Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment. Current trends in teaching mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

T&L 443. Mathematics for Primary Grades. 2 Credits.
Math for Primary Grades focuses on curriculum and methods for teaching mathematics in kindergarten through the third grade. Students actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructivist environment where children view themselves as mathematicians. Emphasis is placed on the use of manipulative, problem solving activities and children's literature in planning and organizing developmentally appropriate classroom activities and lessons. Prerequisite: Admission to the Teacher Education program. F,S.

T&L 444. Assessing and Correcting Mathematics Difficulties. 2 Credits.
The focus of this course and the co-requisite practicum is to learn about current approaches to assessment and methods to assist students who are having difficulty with mathematics. Observations, error pattern analysis, interviews, and other evaluation procedures are used to learn about elementary students’ mathematical abilities, and these assessments are used to plan for instruction. Corequisites: T&L 413 and T&L 486. F.

T&L 453. Methods and Materials: Kindergarten. 2 Credits.
Exploration of curriculum, methods, and materials for use in kindergarten settings. Prerequisites: Admission to Teacher Education Program and T&L 310. F,S,SS.

T&L 456. Early Childhood Ed Seminar. 1 Credit.
This seminar continues the exploration of curriculum, methods, and materials issues as they are presented in the particulars of the student teaching experience. Prerequisites: T&L 333 and admission to Teacher Education Program. Corequisite: T&L 487. F,S.

T&L 465. Middle Level Curriculum and Methods. 5 Credits.
This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting. Prerequisite: T&L 341. Corequisite: T&L 485. S.

T&L 470. Science in the Elementary School (TEAM). 3 Credits.
A survey of teaching strategies, materials, and resources appropriate for promoting science inquiry in elementary classrooms. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

T&L 471. Physical Science in the Elementary School. 1-4 Credits.
Hands-on approach to learning basic physical science topics such as electricity, sound, light, and force. Effective teaching strategies are also emphasized. F,S.

T&L 472. Teaching Life Science in the Elementary School. 2 Credits.
Hands-on approach to learning basic biology topics such as cells, plants, animals, and ecosystems. Effective teaching strategies are also emphasized. F,S.

T&L 473. Earth and Space Science. 1-4 Credits.
Hands-on approach to learning basic earth and space science topics such as erosion, plate tectonics, water quality, pollution, astronomy, planets, and the solar system. Effective teaching strategies are emphasized. SS.

T&L 486. Field Experience. 1-4 Credits.
Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. Prerequisite: Admission to the Teacher Education program. Repeatable to 16 credits. S/U grading. F,S.
T&L 487. Student Teaching. 4-16 Credits.
Provides student with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and a University faculty member. Prerequisites: Permission of program, senior standing only. Prerequisite or Corequisite: T&L 488. Repeatable. S/U grading. F,S.

T&L 488. Senior Seminar. 1 Credit.
A discussion of problems, professional obligations, and careers in teaching. To be taken concurrently with or the semester prior to student teaching. Prerequisite: T&L 488 to be taken concurrently with or the semester prior to student teaching. S/U grading.

T&L 489. Senior Capstone: Responsive Teaching. 3 Credits.
Course is taken with student teaching. Teacher candidates engage in written communication and critical thinking in the context of student teaching. Course engagements require candidates to develop and implement curriculum and assessment; analyze and reflect on assessment results to respond to learners' needs; and synthesize professional artifacts to demonstrate ability to plan, implement, assess and reflect on teaching and learning. Corequisite: Acceptance into Student Teaching. F,S.

T&L 493. Workshop. 1-4 Credits.
Special problems in Special Education; consideration of special problems of concern to the Special Education teacher and other educators. Repeatable to 8 credits. F,S.

T&L 495. Independent Study. 1-4 Credits.
This course is designed for the interested student's pursuit of an area of study not offered through regular courses. In addition, students can continue to pursue subject matter covered in courses in greater depth. Repeatable to 8 credits.

T&L 498. Special Projects. 1-8 Credits.
Course number reserved for committee approved proposals, independent study, special colloquia, or experimental courses.