

EDUCATION AND PSYCHOLOGY

EDUCATION AND PSYCHOLOGY COURSE DESCRIPTIONS

All universities and colleges in the North Dakota University System (NDUS) have agreed on Common Course Numbers (CCN's) for many of the courses they have in common. The CCN notation in the course description indicates MSU courses that are recognized as common within the North Dakota University System.

EDUC 100S CAREER PLANNING

1 S.H.

This course is designed to help freshmen and sophomores adjust to the college environment through structured exposure to self and occupational knowledge. Students will be helped to understand the value of their own experiences, clarify their interests, and to develop decision-making skills. S/U grading only. Pre-requisite: None. Fall, Spring.

EDUC 101S ACADEMIC SKILLS DEVELOPMENT

1 S.H.

This course will assist students, especially new freshmen, in developing the time management and academic skills necessary for college success. It is designed to acquaint the student with a variety of academic success skills, including reading improvement, note taking, test taking, writing and personal motivation. Pre-requisite: None. Fall.

EDUC 200 INTRODUCTION TO ECE

3 S.H.

This course is to be completed during the first semester of the first year a student is in the Early Childhood program. Students will learn about the early childhood profession, its multiple historical, philosophical, and social foundations, and the conditions of children, families, and professionals that affect programs for young children. Course content also includes the stages of cognitive, social/affective, and physical development. Pre-requisite: None. Co-requisite: EDUC 201. Fall

EDUC 201 OBSERVATIONS, ASSESSMENT, AND INTERPRETATION TECHNIQUES

2 S.H.

This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course will explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Students will review, use, and interpret assessment instruments to determine the ability levels of children (birth-8 yrs) representing 'at risk' populations, those with developmental disabilities and special abilities. Pre-requisite: None. Co-requisite: EDUC 200. Fall.

EDUC 250 INTRODUCTION TO EDUCATION (CCN)

2 S.H.

The purpose of this course is to provide the student with a basic overview of the development of education in America. The course will focus on the political, social, historical, and philosophical foundations of education. The course will focus on teaching as a career. Co-requisite: EDUC 298. Fall, Spring.

EDUC 272 EDUCATIONAL TECHNOLOGY

2 S.H.

A course for Teacher Education Students designed to provide practical hands-on experience with educational multimedia. Students will be provided with an understanding of the fundamental concepts and skills for applying information technology to an educational setting. Fall, Spring.

EDUC 298 PRE-PROFESSIONAL FIELD EXPERIENCE (CCN)

1 S.H.

Students taking this course will meet the requirements of having a field experience prior to pre-service teaching. Prospective education professionals will follow a structured process to gain first hand information on the demands a full-time teacher meets on a daily basis. Special emphasis will be placed on observing the teaching-learning process, performing instruction-related duties, work individually with students, and the operating procedures of a K-12 classroom. Co-requisite: EDUC 250. Fall, Spring.

EDUC 300 CHILD DEVELOPMENT INTERNSHIP (IT CERTIFICATE LEVEL III)

7 S.H.

The purpose of this experience is to relate what is learned in the Early Childhood classes to actual teaching practices. Students will teach under supervision in a variety of settings with children ages 0-5. This experience occurs at the conclusion of the major and specialization course work. Pre-requisite: EDUC 376 and consent of instructor. Fall, Spring, Summer with instructor approval.

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EDUC X99 SPECIAL TOPICS (CCN)

.5 – 4 S.H.

Open to experienced teachers who wish to work on some specific problems they have met in their teaching. Open to students admitted to teacher education. Also available to award credit for special workshops. Credit hours arranged. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

LMIS 250 LIBRARIES AND INFORMATION SCIENCE

3 S.H.

Survey of communication theory, web resources and evaluation, plagiarism and copyright issues, information literacy, and the historical and technical aspects of libraries. Students will practice library procedures. Summers.

LMIS 317 CHILDREN'S LITERATURE

3 S.H.

(See ENGL 317)

LMIS 350 YOUNG ADULT LITERATURE AND MEDIA

3 S.H.

A survey of young adult literature and media for middle school, secondary and public libraries. Covers classic and contemporary works, with special attention to multicultural literature. Attention is also given to adolescent psychology, reading/listening/viewing guidance, censorship, and library services for the young adult. Students will practice library procedures under the supervision of library staff. Alternate years, Fall, 2006; Alternate Summers, 2007.

LMIS 360 MEDIA COLLECTION DEVELOPMENT

3 S.H.

Covers basic principles of and practice in evaluation, selection, and weeding of library materials in all formats, the use of aids in selection and weeding, and the development of policies about the collections. Fall; Alternate Summers 2006, 2008.

LMIS 365 THE ORGANIZATION OF INFORMATION

3 S.H.

Introducing the principles of organizing library materials, this course provides practice in the use of descriptive cataloging, subject classification, MARC format, and library automation. Spring; Alternate Summers 2006, 2008.

LMIS 370 REFERENCE SOURCES AND SERVICES

3 S.H.

Introduction to print and electronic sources of reference and bibliographic information. Emphasis is on critical examination, evaluation, and practice in using reference materials, the reference interview, online searching techniques and collaborating with teachers to promote information literacy. Alternate years, Fall, 2007; Alternate Summers 2007.

LMIS 430 ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA CENTER

3 S.H.

A study of the objectives and functions of a school library media center and the principles of management. Emphasis is given to teacher-librarian collaboration, information, literacy models, and state and national information literacy standards. Practice in establishing policies and procedures and in promoting information literacy. Pre-requisites: LMIS 250, LMIS 360, LMIS 365, or consent of instructor. Spring; Alternate Summers 2006, 2008.

LMIS 497S INTERNSHIP

.5 - 10 S.H.

Open to students who have the background and ability to pursue special areas of interest. Each intern must have the approval of the faculty of Library Media and Information Science. Each program must be planned at least two semesters in advance of the starting date. Internship credit may be repeated to a maximum of 10 S.H. However, no more than five Internship credits per semester are allowed. S/U grading only. Offered on demand.

LMIS X92 EXPERIMENTAL COURSES (CCN)

.5 - 4 S.H.

This course number is reserved for special experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Courses numbered 192 are intended primarily for freshmen; 292 for sophomores; 392 for juniors and 492 for seniors.

LMIS X95 SERVICE LEARNING (CCN)

.5 - 4 S.H.

Students may earn academic credit for volunteer service activities. These hands-on activities must be completed within the semester of enrollment and be related to an existing program in the MSU catalog. All service learning experiences will be arranged through the appropriate division chair. A total of 6 total semester hours of service learning will be allowed towards graduation. One hour of academic credit equals a minimum of 30 clock hours of volunteer service. S/U grading.

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LMIS X99 SPECIAL TOPICS (CCN)

.5 - 4 S.H.

Study of current topics of interest or concern to students. Courses numbered 199 are intended primarily for freshmen; 299 for sophomores; 399 for juniors and 499 for seniors. Instructor and Division chair approval required.

PSYC 100S FRESHMAN SEMINAR

1 S.H.

This course is designed to help first year students become integrated with the college environment through structured experiences which will lead to greater knowledge of the self and those factors which influence academic success and persistence. Students will also become familiar with a variety of campus resources. S/U grading only. Fall, Spring.

PSYC 102 INTERPERSONAL SKILLS DEVELOPMENT

3 S.H.

This course uses an integrated approach to basic helping, including developing skills in attending, listening, reflecting and appropriate questioning. Students will learn skills in problem identification, problem solving, goal setting and other aspects of helping relationships. Students will also learn to recognize and respect different kinds of diversity as it relates to helping relationships, and to know and follow ethical boundaries as they relate to their role in such relationships. The course will also include opportunities for practical and experiential applications of helping skills in individual and group situations. Fall, Spring.

PSYC 111 INTRODUCTION TO PSYCHOLOGY (CCN)

3 S.H.

This is an introductory survey of the basic approaches and concepts used to explore the diversity of human experience, development, and behavior, including important research in the area and application of everyday life. Pre-requisite: None. Fall, Spring.

PSYC 250 DEVELOPMENTAL PSYCHOLOGY (CCN) (IT CERTIFICATE LEVEL III)

3 S.H.

Students in this course will study human development from conception to death. Special attention will be given to the inter-relationship of the physiological, psychological, emotional and social forces of development. This course is specifically designed for students majoring in Psychology. Students double majoring in Psychology and Education should take PSYC 255-Child and Adolescent Psychology and also register for PSYC 399-Reading in Psychology. Pre-requisite: PSYC 111. Spring.

PSYC 255 CHILD AND ADOLESCENT PSYCHOLOGY (CCN)

3 S.H.

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. THIS COURSE IS THE REQUIREMENT FOR ALL EDUCATION MAJORS (early childhood, pre-school, elementary, middle and secondary education). It is strongly recommended that PSYC 399 (1 S.H.) be a co-requisite for better preparation in the students' specialty area. Pre-requisite: PSYC 111. Fall, Spring. Summer on demand.

PSYC 280 GROUP DYNAMICS

3 S.H.

This is a course designed to improve the student's understanding of the nature of group behavior and the techniques of group leadership. The course contains units on principles of group dynamics, nature of leadership, discussion groups, committee procedures, formal meetings, and devices for stimulating group participation. Pre-requisite: PSYC 111. Alternate years, Spring, 2007.

PSYC 330 BEHAVIOR MODIFICATION AND THERAPY

3 S.H.

Presents and discusses theory and practice in the application of operant and classical conditioning procedures to humans, both children and adults, in applied settings. Pre-requisites: PSYC 111. Alternate years, Fall 2006.

PSYC 331 INTRODUCTION TO GUIDANCE AND COUNSELING (IT CERTIFICATE LEVEL III)

3 S.H.

The primary purpose of this course is to acquaint the student with the principles and techniques of guidance (and counseling) in order to discover and direct the learner's interests and abilities in this vocation. Pre-requisite: PSYC 111, PSYC 360, and junior standing. Alternate years, Fall, 2007.

PSYC 332 APPLIED PSYCHOLOGY

3 S.H.

This is a course that aims to relate principles of psychology to everyday life and vocations. Specific applications include studies in relations to industry, employment, commerce, professions, public relations, and traits of personality. Pre-requisite: PSYC 111. Alternate years, Fall 2007.