

Teacher Education

Spanish in Cuernavaca, Mexico

A January Term Abroad intensive program in intermediate and Advanced Spanish in Cuernavaca, Mexico, directed by St. Thomas faculty.

Summer Term Abroad

Students may study abroad during the summer through an affiliate or approved program, by participating in a faculty-led course (similar to January Term Abroad). Students must apply by March 15 for all programs.

Spanish in Zacatecus, Mexico

A Summer Term Abroad course for Spanish majors and minors offered in June. Civilization or culture credit will be given. Directed by St. Thomas faculty.

300 Study Abroad

Students participating in the University of St. Thomas overseas study program register for this interdisciplinary listing for the first semester they are abroad. For program information see the Special Programs section of this catalog. Permission of the Director of International Education required.

301 Study Abroad

A continuation of 300. Permission of the Director of International Education required.

Teacher Education (EDUC)

Huber (Chair), Cady, Payne, Reif, Warring

As a result of pending license revisions for Minnesota teachers, the programs listed below for elementary and secondary teachers are being revised. Please contact the Department of Teacher Education for the current program requirements.

The University of St. Thomas offers both elementary and secondary teacher preparation programs. The university is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Central Association of Colleges and Secondary Schools.

The University of St. Thomas teacher education programs prepare educators who are:

1. reflective, continuing learners;
2. effective communicators;
3. global citizens;
4. scholarly professionals;
5. instructional leaders;
6. curriculum specialists; and
7. collaborative agents of change.

Admission to the Program

Students normally apply for admission to the program when they are in Block II (EDUC 320 or EDUC 340). Because of the number of required courses and the options available, it is suggested that students considering an education degree contact a department adviser as early as possible in their college career.

Criteria for admission to the education program are a cumulative grade point of 2.75 or above; positive recommendations from major/co-major adviser, education adviser, and interview team; evidence of positive initial clinical experience; and evidence of PPST completion and completion of Block I.

All persons seeking licensure to teach in the state of Minnesota must complete all three components of the Pre-Professional Basic Skills Test (PPST) prior to program admission. The test includes reading, writing, and mathematics components. Students must pass all three components in order to apply for licensure in the State of Minnesota. Contact the department office for information about test dates and fees.

All courses completed in fulfillment of licensure requirements must have an earned grade of C or better.

Major in Elementary Education

In addition to earning a major in Elementary Education, persons seeking elementary licensure will earn a second major in a field outside of education. Contact the department office for information regarding applicable co-majors for elementary education students.

MATH 100 or MATH 121 is recommended to fulfill the core curriculum mathematics requirement for elementary education majors.

Program Sequence

(Contact the Department of Teacher Education for current program requirements.)

Block I

- 210 Education's Place in Society (and clinical)
- 212 Human Relations and Multicultural Education

Block II

- 340 The Teacher as Instructor

Block III

- 352 The Teacher as Curriculum Specialist (and clinical)

Block IV

- 323 Personal and Community Health, Alcohol and Drugs
- 448 Teacher as Agent of Change
- 451 Student Teaching
 - 01 – Elementary
 - 02 – Kindergarten and Elementary

Secondary Teacher Education

The program is designed to provide professional preparation for teaching licensure for the following subjects in middle and secondary schools.

15 Majors

- broad area science for middle school
- communication arts/literature (English)
- earth science (geology)
- French
- German
- health
- life science (biology)
- mathematics
- music: vocal
- music: instrumental
- physical education
- physical science (chemistry or physics)
- social studies
- Spanish
- theater/dance (theater specialization)

10 Minors

- chemistry
- communication arts/literature (English)
- earth science (geology)
- French
- German
- health
- life science (biology)
- mathematics
- physics
- Spanish

Students may wish to add a teaching license in their minor field. However, they must take the methods course and student teach in that minor.

All secondary teachers licensed in an approved minor may teach that subject up to a maximum of 50 percent of their academic assignment. They have seven years from the date of initial licensure to upgrade to a major or lose the minor license.

Teacher Education

Program Sequence

(Contact the Department of Teacher Education for current program requirements.)

Block I

- 210 Education's Place in Society (and clinical)
- 212 Human Relations and Multicultural Education

Block II

- 320 Psychology of Instruction for a Continuum of Learners

Block III

- 400 Curriculum and Instruction for Specific Discipline (and clinical)

Block IV

- 323 Personal and Community Health, Alcohol and Drugs
- 448 Teacher as Agent of Change
- 451 Student Teaching
 - 03 – Secondary
 - 04 – K-12

Program Options

Plan A

Elementary and secondary education students who graduate within four years follow *Plan A*, the program sequence listed above.

Plan B

Elementary and secondary education students who find it difficult to complete their education course work in four years may opt for *Plan B*. This allows students to complete their final semester of education work at the graduate level after completing their undergraduate degree. Students who seek the *Plan B* option should consult with the department chair at least one semester prior to graduation. Students must be fully admitted to the undergraduate Department of Teacher Education prior to application for *Plan B*. Physical Education, Social Studies and SMEE majors may not apply for *Plan B*.

210 Education's Place in Society (and clinical)

Designed to critically analyze the place of education in today's rapidly changing society. Assists students in recognizing the similarities and differences in the major philosophical positions and evaluating their impact on current educational practice. Focuses on understanding the historic and social perspectives of education as well. The course includes a guided, reflective, in-school field experience of 30 hours.

Prerequisite: sophomore standing

212 Human Relations and Multicultural Education

Designed to engage teachers in a dialogue concerning the issues of cultural diversity in schools, its impact on the learning process and the construction of human relations. Emphasis will be placed on an education that is multicultural, gender fair, and disability aware. It examines issues such as racism, sexism, oppression, prejudice, and discrimination. The course aims to equip the participants with pedagogic practices and instructional techniques that respond to social conflicts and stresses within the classroom and that will enable them to create productive learning situations for all students. This course fulfills the Human Diversity requirement in the core curriculum.

Prerequisite: sophomore standing

214 Teaching Techniques for Woodwind Instruments I

2 credits

The teaching-techniques courses are designed to acquaint the prospective instrumental teacher with the fundamental principles underlying the correct playing of wind, percussion and string instruments. Basic concepts important in teaching others to play these instruments are stressed. The uses and merits of a variety of method books are discussed as they pertain to lesson and unit planning. Solo and ensemble literature also are covered. Students will learn how to select instruments, mouthpieces and other equipment appropriate for elementary and secondary instrumental pupils. Includes six hours of clinical experience for the six-course sequence. Offered fall semester in odd-numbered years.

216 Teaching Techniques for Woodwind Instruments II

2 credits

Offered spring semester in even-numbered years.

218 Teaching Techniques for Brass & Percussion Instruments I

2 credits

Offered fall semester in even-numbered years.

220 Teaching Techniques for Brass & Percussion Instruments II

2 credits

Offered spring semester in odd-numbered years.

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222 Teaching Techniques for String Instruments I 2 credits
Offered fall semester in odd-numbered years.

224 Teaching Techniques for String Instruments II 2 credits
Offered spring semester in even-numbered years.

226 The Woodwind Family in Classroom Teaching 2 credits
The families courses are designed to acquaint the student with the general principles involved in playing and caring for the various instruments. Emphasis is on the application of this information to classroom and choral situations. Students are expected to achieve an elementary level of competence in playing selected instruments. Offered spring semester in odd-numbered years.

228 The Brass & Percussion Families in Classroom Teaching 2 credits
Offered spring semester in even-numbered years.

230 The String Family in Classroom Teaching 2 credits
Offered fall semester in even-numbered years.

260 Elementary Classroom Music Pedagogy
This course introduces contemporary elementary music pedagogy to prospective music educators. Both content and method will be addressed in this course as students learn to design a curriculum that includes specific objectives and teaching strategies to help students master those goals. Specific media including the child voice, movement, recorder, and Orff instruments are used to address the diversity of cultures as well as learning styles and developmental stages present in each class. Artistic teaching and learning of culturally sensitive material are stressed at all levels by faculty members who themselves teach children. Fulfills the Block II requirement. Offered fall semester in odd-numbered years.

295, 296, 297, 298 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

320 Psychology of Instruction for a Continuum of Learners
This course integrates principles of learning with strategies for effective instruction. It addresses developmental stages of learning, pupil variability, student behavior, cognitive and behavioral learning theories, and measurement and evaluation of classroom learning. Prospective secondary-education teachers also participate in a micro-teaching simulation activity.
Prerequisite: PPST, 210, and 212, junior standing

323 Personal and Community Health, Alcohol and Drugs 2 credits
Includes an investigation of drug and alcohol use in historic and contemporary perspective; patterns of chemical dependency; effects of chemical dependency on the individual and on society; review of current federal and state regulations; directed field experience; and an introduction to scientific and socio-cultural aspects of communicable health hazards, with special emphasis on the role of classroom education in health conservation in disease control.
Prerequisite: PPST. This course fulfills the Minnesota state requirement in this area

340 The Teacher as Instructor
This course is designed to help the prospective elementary teacher work effectively with a continuum of learners encompassing diverse learner styles and developmental stages. The focus is on a systematic approach to understanding child growth and development, learner preferences and academic progress. The course also addresses the issue of teacher as a decision maker, diagnostician, planner, evaluator, and classroom manager. Includes application of large-group, individualized, and cooperative learning strategies.
Prerequisite: PPST, 210, and 212

345 Adolescent Literature 2 credits
Survey of contemporary literature for adolescents; exploration of ways in which this literature meets the reading interests and needs of adolescents; emphasis on developing familiarity with literature read by adolescents; methods and programs to stimulate reading interests and practices.

352 The Teacher as Curriculum Specialist (and clinical) 16 credits
This course is designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction. Campus and school experiences will focus on the content, methods and materials of elementary curriculum – reading, communication skills, children's literature, mathematics, science, social studies, music, art, physical education and health. However, a major focus of the course will be on approaches for integrating subject areas throughout the curriculum. The course will emphasize developmentally appropriate practice for kindergarten, primary, and intermediate grades; the current knowledge base of research and recommendations from professional organiza-

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tions, and the infusion of technology and children's literature throughout the curriculum.
Prerequisite: Math 100, Lab Science, PPST, 210, 212, 340 and authorization of chair

360 Secondary Classroom Music Pedagogy

Students in this course will learn to design middle- and senior-high-school curricula that include, but are not limited to, performance opportunities. Participation in small ensembles for voices and instruments will be augmented by guitar study as means for developing music literacy. Music literature, history, and theory will be approached from a participatory perspective; students will learn how to use the material as a resource for individual creative work that speaks to the diversity of environments and cultures represented in today's classrooms. Fulfills the Block III requirement. Offered spring semester in even-numbered years.

362 Teaching Techniques for Voice

2 credits

Students will study the structure and function of the mouth, the nasopharyngeal cavity, the larynx and the breathing mechanism as these relate to the acoustical principles governing the human voice, including the psychology and the aesthetics involved in singing. The uses and merits of a variety of methods and exercises are discussed as they pertain to studio and classroom use. Solo and ensemble literature appropriate for young singers also are covered. Includes six hours of clinical experience (teaching individuals and groups, observation of master teachers, and journaling). Offered fall semester in even-numbered years.

364 Introduction to Contemporary Music Education

2 credits

Students will explore the theory and practice of the Kodály, Orff, and Dalcroze approaches to music education, which are revitalizing the profession. The philosophical bases, application, and specific techniques of each methodology teach students to create an enriching, eclectic, and exciting classroom. Students will learn from master teachers who are nationally known practitioners of each approach. Offered summers only – one week of all-day sessions.

400 Curriculum and Instruction for Specific Discipline (and clinical)

Includes the analysis and the development of teaching strategies and contemporary curriculum materials in each specific licensure area. Prospective teachers will develop techniques of instruction useful in inquiry, implement strategies of analysis based on current practices and recent research, focus on classroom behavior and evaluation as it relates to classroom instruction with an emphasis on teaching students from a variety of environments and cultures.

Prerequisite: acceptance into education program, PPST, 210, 212, 320 and completion of specific, major-field courses, and authorization of chair

- 01 English
- 02 Modern Languages (7-12)
- 03 Mathematics (fulfills the second-level computer competency in the core curriculum)
- 05 Broad Area Sciences
- 06 Social Studies
- 07 Speech and Theater
- 08 Modern Languages (K-12)

448 Teacher as Agent of Change

Utilizing a topical approach, prospective teachers will receive instruction and practice in understanding the potential for positive change within institutions and individuals. The course addresses topics such as classroom management, alternative assessment, and site-based management, in addition to skill development in communication, decision making and leadership. Student teachers will reflect and discuss issues of their classroom and school experiences.

Prerequisite: acceptance into education program; completion of courses in Blocks I, II, and III; and concurrent registration with 451

Deadlines to apply for student teaching are: Oct. 1 for spring and March 1 for fall.

451 (01) Student Teaching – Elementary

6 credits

Prospective teachers will observe and facilitate learning at the elementary level under the supervision of university and elementary-school personnel. Student teaching is a full-day commitment for an entire semester.

Prerequisite: acceptance into education program, 210, 212, 340, 352, admission for student teaching, concurrent registration with 448, and senior status

451 (02) Student Teaching – Kindergarten and Elementary

6 credits

Prospective teachers will observe and facilitate learning at the kindergarten and elementary levels under the supervision of university and elementary school personnel. Student teaching is a full-day commitment for half the semester at the kindergarten level and for half the semester at the elementary level.

Prerequisite: acceptance into education program, 210, 212, 340, 352, admission for student teaching, concurrent registration with 448, and senior status.

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451 (03) Student Teaching – Secondary

6 credits

Prospective teachers will observe and facilitate learning at the secondary level under the supervision of university and secondary-school personnel. Student teaching is a full-day commitment for an entire semester.

Prerequisite: acceptance into education program, 210, 212, 320, 400, successful completion of all required courses in major field, admission for student teaching, concurrent registration with 448, and senior status

451 (04) Student Teaching – K-12

6 credits

Prospective teachers will observe and facilitate learning at the elementary and secondary levels under the supervision of university and K-12 school personnel. Student teaching is a full-day commitment for half the semester at the elementary level and for half the semester at the secondary level. This section is reserved for students seeking a license in health music, physical education or foreign language.

Prerequisite: acceptance into education program, 210, 212, 320 or 340, and 400, successful completion of all required courses in major field, admission for student teaching, concurrent registration with 448, and senior status

475, 476, 477, 478 Experiential Learning

See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

480 Behavior Management (SPED 785) (formerly 483)

Examines the etiology of problem behaviors in the home and in the classroom; explores the relationship between behavior and environmental antecedents and consequences; examines how environmental variables may be manipulated in order to increase appropriate behavior and decrease inappropriate behavior. Also, parent-child and teacher-student interaction patterns, data collection techniques, and legal and moral guidelines for the use of behavior change procedures are reviewed.

Prerequisite: Permission of the chair.

481 Basic Skills Instruction: Mild/Moderate Handicaps (SPED 705)

Research supported instructional interventions and progress monitoring strategies emphasizing practical knowledge, theoretical foundations and classroom skills for the instruction of students with mild/moderate handicaps in the basic skills: reading, written expression, spelling and mathematics.

Prerequisite: Permission of the chair.

482 Survey of Exceptionality (SPED 750)

Provides an overview of special education and specific categories of exceptionality. Examines the theories, legal mandates, definitions, and terminology related to special education. Characteristics of exceptional children who are in the following categories will be studied: gifted and talented, learning disorders, behavioral disorders, mental disabilities, visual impairments, auditory impairments, early childhood, physical impairments, health impairments, and communication disorders.

Prerequisite: Permission of the chair.

483, 484, 485, 486 Seminar

See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

487, 488, 489, 490 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

491, 492, 493, 494 Research

See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

495, 496, 497, 498 Individual Study

See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

Teacher Education — Teacher Licensure Programs

Teacher Licensure Programs

Students undertaking these programs should have an adviser from their major field and an adviser in the Department of Teacher Education.

Major in Health Education K-12

HLTH 345 Nutrition
HLTH 350 Personal Health and Wellness
HLTH 353 Consumer, Community and Environmental Health
HLTH 375 Lifelong Stress Management (2 credits)
HLTH 440 Health Education: K-12 Curriculum, Assessment, and Administration
HLTH 450 Health Education: K-12 Methods, Resources, & Partnerships
HLTH 462 Human Sexuality
HLTH 464 Critical Issues in Health Education

Allied requirements:

BIOL 101 General Biology
BIOL A course in Epidemiology or Microbiology
PHED 410 Human Anatomy and Physiology
PSY 111 General Psychology
SOC 100 Introduction to Sociology
SOWK 290 Death, Dying and Bereavement

Plus one of:

CHEM 100 Chemistry in our World
CHEM 101 Environmental Chemistry

Plus one of:

COMM 100 Public Speaking
COMM 105 Communication in the Workplace

Recommended:

One of:

PSY 200 Psychology of Infancy and Childhood
PSY 203 Psychology of Adolescence

Plus licensure courses:

EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education
EDUC 320 Psychology of Instruction for a Continuum of Learners
EDUC 323 Personal and Community Health, Alcohol, and Drugs (2 credits)
EDUC 448 Teacher as Agent of Change
EDUC 451 Student Teaching (6 credits)

B.A. in Music Education K-12

Licensure for music teachers in the state of Minnesota is in one of the following categories:

Vocal and Classroom Music K-12
Instrumental and Classroom Music K-12

Vocal and Classroom Music K-12

112 Introduction to Music
113 Theory I
212 Theory II
213 Theory III
312 Theory IV
351 Introduction to Conducting (2 credits)
352 Choral Conducting
411 History and Literature of Music I
412 History and Literature of Music II

Plus performance studies:

Six semesters of performance studies at 200-level in the same performance medium
(2 credits per semester)

Four credits of 133 (1/2 hour lesson) if voice is not principal instrument

Plus:

MUSP 102 or 103 Skills for Piano Proficiency
MUSR 200 Piano Proficiency
MUSR 270 Level I Recital
MUSR 350 Level II Recital

Teacher Education — Teacher Licensure Programs

Plus ensemble participation:

See ensemble (MUSN) participation under Major in Music

Allied requirements:

EDUC	210	Education's Place in Society
EDUC	212	Human Relations and Multicultural Education
EDUC	226	Woodwinds in Classroom Teaching (2 credits)
EDUC	228	Brass and Percussion in Classroom Teaching (2 credits)
EDUC	230	Strings in Classroom Teaching (2 credits)
EDUC	260	Elementary Classroom Music Pedagogy*
EDUC	320	Psychology of Instruction for a Continuum of Learners
EDUC	323	Personal and Community Health, Alcohol, and Drugs
EDUC	360	Secondary Classroom Music Pedagogy*
EDUC	362	Teaching Techniques for Voice
PHYS	105	Musical Acoustics

*Fulfills Block III requirement (EDUC 400)

An additional ten credits taken in Graduate Education complete licensure. These credits may apply towards a master's degree (Plan B).

EDUC	520	Student Teaching and Seminar (3 credits)
EDUC	670	Teacher as Agent of Change (3 credits)
MUS	516	Developing the Child Voice (2 credits)
MUS	561	Teaching World Music (2 credits)

Instrumental and Classroom Music K-12

112	Introduction to Music
113	Theory I
212	Theory II
213	Theory III
312	Theory IV
351	Introduction to Conducting (2 credits)
353	Instrumental Conducting
411	History and Literature of Music I
412	History and Literature of Music II

Plus performance studies:

Six semesters of performance studies at 200-level in the same performance medium (2 credits per semester)

Plus:

MUSP	102 or 103	Skills for Piano Proficiency
MUSR	200	Piano Proficiency
MUSR	270	Level I Recital
MUSR	350	Level II Recital

Plus ensemble participation:

See ensemble (MUSN) participation under Major in Music

Allied requirements:

EDUC	210	Education's Place in Society
EDUC	212	Human Relations and Multicultural Education
EDUC	214	Teaching Techniques Woodwinds I (2 credits)
EDUC	216	Teaching Techniques Woodwinds II (2 credits)
EDUC	218	Teaching Techniques Brass and Percussion I (2 credits)
EDUC	220	Teaching Techniques Brass and Percussion II (2 credits)
EDUC	222	Teaching Techniques Strings I (2 credits)
EDUC	224	Teaching Techniques Strings II (2 credits)
EDUC	260	Elementary Classroom Music Pedagogy*
EDUC	320	Psychology of Instruction for a Continuum of Learners
EDUC	323	Personal and Community Health, Alcohol and Drugs
EDUC	360	Secondary Classroom Music Pedagogy**
PHYS	105	Musical Acoustics

*Fulfills Block III requirement (EDUC 400)

An additional 10 credits taken in Graduate Education complete licensure. These credits may apply towards a master's degree (Plan B).

EDUC	520	Student Teaching and Seminar (3 credits)
EDUC	670	Teacher as Agent of Change (3 credits)

Teacher Education — Teacher Licensure Programs

MUS	516	Developing the Child Voice (2 credits)
MUS	561	Teaching World Music (2 credits)

Major in Science Middle School Education (SMSE)

Concentration in broad area science

GEOL	111	Introductory Geology I
GEOL	112	Introductory Geology II
GEOL	252	Geomorphology (includes climate and weather)
PHYS	104	Astronomy
CHEM	111	General Chemistry I
CHEM	112	General Chemistry II
BIOL	201	Ecology, Adaptation and Diversity
BIOL	202	Genetics and Evolution
BIOL	204	Cellular and Molecular Biology
SMSE	181	Science Seminar
SMSE	182	Science Seminar

Plus:

One upper-division biology or biochemistry course.

Plus either:

PHYS	109	General Physics I
PHYS	110	General Physics II
	<i>or</i>	
PHYS	111	Introduction to Classical Physics I
PHYS	112	Introduction to Classical Physics II

Plus:

A concentration of an additional course in one of the science areas: life science, earth science, or physical science.

Plus:

EDUC Plan A or Plan B for licensure

This program does fulfill the requirements of the SMSE major. Two other options are:

1. Take additional courses to fulfill biology major (and so also fulfill requirements for licensure of life science teacher);
2. Take additional courses to fulfill geology major (and so also fulfill requirements for licensure of earth science teacher).

181 Science Seminar

0 credit

A non-credit science seminar consisting of five, one-hour meetings per semester offered for SMSE students enrolled in the laboratory science courses. Two semesters of the seminar are required.

182 Science Seminar

0 credit

Same as 181. This number is used for the second semester of the seminar.

Major in English with Secondary Education Emphasis

111	Critical Reading and Writing I
112	Critical Reading and Writing II

Qualified students may substitute 190 for 111 and 112.

Plus:

211	British Authors I
212	British Authors II
214	American Authors to 1914
300	Advanced Writing: Theory and Practice
305	Linguistics: The English Language
485	Senior Seminar

Plus one of the following with a non-Western component:

331	The Modern Tradition
340	Literature by Women: Critical History
397	Non-Western Literature

Some sections of 325 and other courses meet the non-Western literature requirement. Please consult with the department chair.

Plus one of:

350	Shakespeare
360	Age of Chaucer

Teacher Education — Teacher Licensure Programs

363 Milton
390 Major Literary Figures

Plus:

One or one and one-half additional courses as required to complete nine courses (36 semester credits) at the 200 level or above.

Allied requirements

In order to meet state guidelines, students must also complete the following allied requirements:

EDUC 357 Communication Skills in the English Classroom

or both

COMM 100 Public Speaking

and

COMM 215 Oral Interpretation

Plus:

EDUC 359 Teaching Mass Media

Plus:

One course in literature for adolescents/young adults.

Plus:

EDUC Plan A or Plan B

French, German, Spanish

Students wishing to be licensed grades 7-12 in Foreign Language Education in the State of Minnesota must achieve a rating of Good or Superior by the Language Department of the Teacher Preparation institution in four of the seven competencies defined in the MLA “Qualifications for Secondary School Teachers of Modern Foreign Languages” and at least a minimal rating in the remaining three competencies.

Students wishing to be licensed grades K-12 in Foreign Language Education in the State of Minnesota must achieve a rating of Good or Superior by the Language Department of the Teacher Preparation institution in five of the seven competencies defined in the MLA “Qualifications for Secondary School Teachers of Modern Foreign Languages” and at least a minimal rating in the remaining two competencies.

The MLA competencies include aural understanding, speaking, reading, writing, linguistic analysis, culture and pedagogy.

French

Four years high school French or completion of FREN 212 or its equivalent

FREN 311, 312 French Civilization I, II

Eight credits in French (grammar/oral intense) beyond FREN 212

Four credits in upper-division French beyond FREN 300

Two tracks are allowed: literary *or* cultural and communication skills.

Recommended: Courses in a second foreign language and study in a francophonic setting.

German

Four years of high school German or the completion of GER 211

GER 310 Advanced German

Twenty-four additional credits in German courses numbered above 300

(At least two of these courses must be literature courses. No more than three courses in advanced language study may count toward the major. At least one of the courses above 300 must focus on a German-speaking country in the twentieth century.)

Completion of one course in modern European history.

Spanish

Students must have a command of Spanish and a knowledge of Hispanic culture

Twenty-eight credits in Spanish courses numbered 300 or higher with a minimum of six credits in each of the following areas: Oral and Written Spanish; Culture/Civilization; Literature

Four credits in linguistics

Major in Mathematics with Secondary Education Emphasis

Students may obtain a major in mathematics and simultaneously complete licensure requirements for certification as a secondary mathematics teacher in Minnesota, described in the Department of Teacher Education section of this catalog. Courses in geometry (325) and probability/statistics (233 or 313) are required for certification.

113 Calculus I (or 108-109)

114 Calculus II

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200 Multi-Variable Calculus
210 Linear Algebra and Differential Equations
301 Abstract Algebra I
317 Real Analysis
325 Geometry
450 Advanced mathematics from an Elementary Point of View

Plus at least one of:

302 Abstract Algebra II
309 Discrete Mathematical Structures
385 Mathematical methods of Numerical Analysis
400 Dynamical Systems and Chaos
419 Complex Variables
420 Topology

Plus either:

303 Statistics for the Applied Sciences

or

313 Probability

and

314 Mathematical Statistics

Allied requirements:

One of:

QMCS 130 Problem Solving in the Natural Sciences

or

QMCS 237 Software Design Using Scientific Languages

Plus one of the following sequences:

ECON 351-352-418

PHYS 111-112

QMCS 410-411

or a total of 44 credits in mathematics including one of the following sequences:

MATH 313-314

MATH 315-316

MATH 325-450

Plus:

EDUC Plan A or Plan B for licensure

Teaching Major in Physical Education

PHED 110 Foundations and Skills for Majors I

PHED 111 Foundations and Skills for Majors II

PHED 200 Activities and Techniques

Plus two of:

PHED 210 Outdoor Education I

PHED 211 Outdoor Education II

PHED 212 Outdoor Education III

Plus:

HLTH 350 Personal Health and Wellness

PHED 215 Rhythms and Dance

PHED 310 History, Principles and Philosophy of Physical Education

PHED 311 Motor Development

PHED 340 Physical Education at the Elementary Level

PHED 351 Teaching of the Special Needs Student

PHED 360 Curriculum Organization and Administration

PHED 402 Principles, Theory and Techniques of Athletic Coaching

PHED 410 Human Anatomy and Physiology

PHED 420 Kinesiology

PHED 421 Athletic Training Techniques

PHED 430 Measurement and Evaluation

PHED 431 Exercise Physiology

Allied requirements:

BIOL 101 General Biology

PSY 111 General Psychology

SOC 100 Introduction to Sociology

Teacher Education — Teacher Licensure Programs

Recommended:

COMM 100 Public Speaking

or

COMM 105 Communication in the Workplace

Plus:

EDUC Plan A or Plan B for licensure

Life Science with a Concentration in Biology

This program constitutes an alternative major in biology tailored to the needs of prospective secondary teachers in this area. Completion of this program satisfies both the graduation requirements for an academic major and the state's content-area requirements for teaching licensure.

BIOL 201 Ecology, Adaptation, and Diversity

BIOL 202 Genetics and Evolution

BIOL 204 Cellular and Molecular Biology

Plus:

Sixteen additional credits in courses numbered 300 or above, chosen from the electives listed in this catalog, in consultation with the department's Life Science-Education adviser.

Plus:

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

CHEM 201 Organic Chemistry I

CHEM 202 Organic Chemistry II

GEOL 111 Introductory Geology I

PHYS 104 Astronomy

Plus:

EDUC Plan A or Plan B for licensure.

Physical Science with a Concentration in Chemistry

This program fulfills the specialized chemistry (education) major.

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

CHEM 201 Organic Chemistry I

CHEM 202 Organic Chemistry II

CHEM 300 Quantitative Analysis

CHEM 320 Instrumental Methods

CHEM 331 Physical Chemistry I

CHEM 481 Seminar

CHEM 482 Seminar

CHEM 483 Seminar

CHEM 484 Seminar

Plus 4 credits from:

CHEM 332 Physical Chemistry II

CHEM 430 Organic Spectroscopy

CHEM 440 Biochemistry I

CHEM 442 Biochemistry II

CHEM Research

Plus:

MATH 113 Calculus I

MATH 114 Calculus II

PHYS 104 Astronomy

PHYS 111 Introduction to Classical Physics I

PHYS 112 Introduction to Classical Physics II

Plus:

One approved additional PHYS course other than 101

Plus:

EDUC Plan A or Plan B for licensure

Earth Science with a Concentration in Geology

This program fulfills the geology major with MATH (Calculus I and II) requirement.

GEOL 111 Introductory Geology I

GEOL 112 Introductory Geology II

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GEOL	211	Mineralogy
GEOL	252	Geomorphology (includes climate and weather)
GEOL	311	Petrology
GEOL	322	Structural Geology
GEOL	421	Geophysics
GEOL	15M	Oceanography (Macalester College)

Plus:

BIOL	201	Ecology, Adaptation and Diversity
BIOL	202	Genetics and Evolution
CHEM	111	General Chemistry I

Plus one of:

PHYS	109	General Physics I
PHYS	111	Introduction to Classical Physics I

Plus:

EDUC	Plan A or Plan B for licensure	
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Physical Science with a Concentration in Physics

This program fulfills the physics (education) major.

PHYS	104	Astronomy
PHYS	111	Introduction to Classical Physics I
PHYS	112	Introduction to Classical Physics II
PHYS	225	Introduction to Modern Physics I
PHYS	226	Introduction to Modern Physics II
PHYS	261	Principles of Electronic Instrumentation: Analog Electronics
PHYS	262	Principles of Electronic Instrumentation: Digital Electronics

Plus:

Two additional physics courses other than 101

CHEM	111	General Chemistry I
CHEM	112	General Chemistry II
CHEM	201	Organic Chemistry I
CHEM	202	Organic Chemistry II
MATH	113	Calculus I
MATH	114	Calculus II
MATH	200	Multi-variable Calculus
MATH	210	Linear Algebra and Differential Equations
EDUC	Plan A or Plan B for licensure	

Major in Social Studies

This is the licensure program for students planning to teach in this area in the secondary schools. This major does *not* exist independently of its purpose in providing teacher licensure and must include the required education courses.

POL	105	Politics and Government in Comparative Perspective
PSY	111	General Psychology
SOC	100	Introduction to Sociology
SOC	301	General Anthropology

Plus one of:

ECON	101	The American Economy
ECON	251	Principles of Macroeconomics

Plus one of:

HIST	111	Origins of the Modern World to 1550
HIST	112	The Modern World Since 1550

Plus one of:

HIST	113	Early America in Global Perspective
HIST	114	The Modern U.S. in Global Perspective

Plus one of:

HIST	210	Modern Latin America, 1800 to the Present
HIST	220	Introduction to Japanese History and Culture
HIST	340	Foundations of Chinese Civilization
HIST	341	The History of Modern China
HIST	345	Family and Women in Chinese History
HIST	347	The Modernization of Taiwan, Hong Kong, and China

Teacher Education — Teaching Minors

Plus one of:

GEOG 111 Human Geography
GEOG 113 World Regional Geography

Plus:

Twenty-four additional credits in courses in any one of the above-listed departments. Choice of these courses subject to the approval of the department involved.

Plus:

EDUC Plan A for licensure

Major in Social Studies with a Concentration in History

HIST 111 Origins of the Modern World to 1550
HIST 112 The Modern World since 1550
HIST 113 Early America in Global Perspective
HIST 114 The Modern U.S. in Global Perspective

Plus at least one non-Western course from:

HIST 210 Modern Latin America: 1800 to the Present
HIST 220 Introduction to Japanese History and Culture
HIST 340 The Foundations of Chinese Civilization
HIST 341 The History of Modern China
HIST 345 Family and Women in Chinese History
HIST 347 The Modernization of Taiwan, Hong Kong, and China

Plus:

Twelve additional credits in 300-level history courses chosen in consultation with the student's adviser

Plus one of:

HIST 485, 486 Senior Seminar

Plus one of:

ECON 101 The American Economy
ECON 251 Principles of Macroeconomics

Plus:

POL 105 Politics and Government in Comparative Perspective
PSY 111 General Psychology
SOC 100 Introduction to Sociology
SOC 301 General Anthropology

Plus one of:

GEOG 111 Human Geography
GEOG 113 World Regional Geography

Plus:

EDUC Plan A for licensure

At least 20 of the 36 history credits, including the Senior Seminar, must be taken at the University of St. Thomas.

Teaching Minors

Teaching Minor in Biology

A minor in biology in conjunction with any Secondary Teacher Licensure allows one to teach biology half-time for seven years, during which time a student can take the needed chemistry and physics courses to secure licensure for teaching biology.

BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
BIOL 204 Cellular and Molecular Biology
CHEM 111 General Chemistry I
GEOL 111 Introductory Geology I
PHYS 104 Astronomy

Plus one of:

PHYS 109 General Physics I
PHYS 111 Introduction to Classical Physics I

Plus two of:

BIOL courses numbered 300 or higher

Teacher Education – Teaching Minors

Teaching Minor in Chemistry

A minor in chemistry in conjunction with any Secondary Teacher Licensure allows a student to teach chemistry half-time for seven years, during which time the needed chemistry courses can be taken to secure licensure for teaching chemistry.

CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 201 Organic Chemistry
CHEM 300 Quantitative Analysis

Plus:

One elective course in CHEM

Teaching Minor in English

ENGL 111 Critical Reading and Writing I
ENGL 112 Critical Reading and Writing II
Qualified students may substitute 190 for 111 and 112.

Plus:

ENGL 214 American Authors to 1914
ENGL 300 Advanced Writing: Theory and Practice
ENGL 305 Linguistics: The English Language

Plus:

Six additional credits in English courses numbered 200 or higher. Credit total must be at least 18 semester hours at the 200 level or above.

Teaching Minor in Geology

A minor in geology in conjunction with any Secondary Teacher Licensure allows a person to teach geology half-time for seven years, during which time the student can take the needed physics and chemistry courses to secure licensure for teaching geology.

BIOL 201 Ecology, Adaptation and Diversity
BIOL 202 Genetics and Evolution
CHEM 111 General Chemistry I
GEOL 111 Introductory Geology I
GEOL 112 Introductory Geology II
GEOL 252 Geomorphology (includes climate and weather)

Plus one of:

PHYS 109 General Physics I
PHYS 111 Introduction to Classical Physics I

Plus:

Two additional geology courses

Teaching Minor in Health Education

HLTH 345 Nutrition for Health and Fitness
HLTH 350 Personal Health and Wellness
HLTH 440 Health Curriculum and Administration
HLTH 455 Elementary Health Education: Methods, Resources, and Partnerships
or
HLTH 460 Middle School and Secondary Health Education: Methods, Resources, and Partnerships
HLTH 462 Human Sexuality Education
PHED 356 First Aid and Safety and CPR Certifications (American Red Cross)

Instructor's certification in first aid and CPR must be valid when applying for teaching license.

Teaching Minor in Language

French

FREN 212 Intermediate French II

Twelve additional credits in French courses numbered 300 or higher, of which one course must be in each of the following areas: French language or composition; French literature; French civilization

(A total of 20 credits is required; four credits may be from prerequisites for FREN 212)

Theater

German

GER 212 Intermediate German II

GER 310 Advanced German

Eight additional credits in German courses, one of which must be in German literature
(A total of 20 credits is required; four credits may be from prerequisites for GER 212)

Spanish

SPAN 300 Oral and Written Spanish

A total of 20 credits in Spanish courses, including a minimum of 3 credits in each of: culture/
civilization; literature; grammar; linguistics (or SPAN 212)

Teaching Minor in Physics

A minor in physics in conjunction with any Secondary Teacher Licensure allows a student to teach physics half-time for seven years, during which time the needed physics and chemistry courses can be taken to secure licensure for teaching physical science.

Either:

PHYS 111 Introduction to Classical Physics I

PHYS 112 Introduction to Classical Physics II

or

PHYS 109 General Physics I

PHYS 110 General Physics II

Plus:

PHYS 104 Astronomy

PHYS 225 Introduction to Modern Physics

One approved course other than 101

Theater (THR)

Poletes (chair), Holonbek

The Department of Theater is administered jointly by the University of St. Thomas and The College of St. Catherine. Students from both campuses enroll in a variety of courses and participate in the year-round production of plays, films, and video. Courses enable students to gain a knowledge of history, theory, aesthetics and production of theater and film.

Three well-equipped theaters and an audio and television studio at St. Thomas and St. Catherine enable students to cooperate in the creation of musical and dramatic performances for college and metropolitan audiences. Producing an annual summer play for children provides outdoor theater experience.

Students major in theater concentrating their courses in one of these areas: Performance Arts – acting and directing, theater history and theory; Music/Theater – Opera; Theater Education.

Minors are available in Theater Performance and Theater History/Theory, and in Film (history/theory/production).

Special topics classes also are offered. These vary from theater make-up, movement and voice production to film courses concentrating on major film-makers/performers and ethical, political, and gender issues.

Students are encouraged to take advantage of the nationally respected professional arts community of the Twin Cities by engaging in experiential learning courses.

Drama Honor Society

Pi Epsilon Delta (since 1942 locally) recognizes scholarship and talent in directing, performance, writing, design and technical areas of dramatic art in theater, film, television. Candidates for membership in this national society must have demonstrated their abilities through classwork and in the field and have a GPA of 3.0 or higher.

Major in Theater

For students seeking careers in professional or academic theater who wish to concentrate in performance, direction, and design.

105 Stagecraft

215 Beginning Directing

315 Advanced Directing

412 Drama: Theory and Criticism