

supervised by an on-site professional. Students also will participate in weekly seminars with other interns and the sociology faculty member. Normally offered in spring semester.
Prerequisites: 220, 370 and permission of the instructor

405 Internship in Criminal Justice

This course is designed to provide the student with an opportunity to apply academic training in a criminal justice setting. Students will spend a minimum of 10 hours per week in an agency or organization directly involved in some aspect of criminal justice. Students will be supervised by an on-site supervisor. They also will participate in a weekly meeting with other interns and a St. Thomas faculty member.
Prerequisites: 200, 210, 320, and permission of the instructor

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 Seminar in Criminal Justice

Criminal justice seminars provide majors with the opportunity to engage in advanced sociological and critical analysis of some aspect of the criminal justice system. This course number may be repeated, since focus of seminar changes.
Prerequisite: 200, 320 or permission of instructor

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.

Spanish

See Department of Modern and Classical Languages

Study Abroad Programs**Superior Studies At Wolf Ridge**

See Affiliated Programs

Teacher Education (EDUC)

(chair to be appointed), Cady, Hunter, Nistler, Payne, Reif, Taylor, Tonnis, Warring

The University of St. Thomas School of Education offers a full range of undergraduate and graduate elementary/middle level and secondary/middle level teacher licensure programs. These standards-based programs embrace the liberal arts, emphasize ethical practice, and prepare creative, reflective educators dedicated to the success of all learners. They prepare professional educators who can demonstrate appropriate knowledge, skills and dispositions related to:

1. subject matter
2. student learning
3. diverse learners
4. instructional strategies
5. learning environments
6. communication
7. planning for instruction
8. assessment of learning
9. reflection, scholarship, and continuous professional development, and
10. collaboration, ethics, and relationships

Students who are recommended for licensure through the St. Thomas Teacher Education Department are part of a tradition that goes back over three-quarters of a century. Programs are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Central Association of Colleges and Secondary Schools and are designed to meet or exceed Minnesota State Board of Teaching licensure requirements.

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. Recent state licensure rule changes make careful planning particularly important. Handbooks and School of Education cata-

Departments

log supplements outline specific departmental policies and are available in the Teacher Education Department office in Opus Hall.

Admission to the Program

Students normally begin their application for admission to the Teacher Education program during their sophomore year, while enrolled in Block I (EDUC 210 and 212). Candidates typically complete their application during Block II (EDUC 330).

Criteria for admission to the education program include:

- cumulative grade point of 2.75 or above;
- positive recommendations from major/co-major adviser, education adviser, and interview team;
- evidence of a positive initial clinical experience;
- completion of the Pre-Professional Basic Skills Test (PPST)

Persons seeking licensure to teach in the state of Minnesota must complete all three components (reading, writing, and mathematics) of the PPST prior to program admission. Students must pass all three components in order to apply for licensure in the State of Minnesota. Contact the department office in Opus Hall for information about test dates and fees.

Retention in the Program

Students accepted into the department must maintain a cumulative grade point average of 2.75 and must demonstrate appropriate progress on all required licensure standards in order to be placed for student teaching and recommended for licensure. The department reserves the right to dismiss candidates from the licensure programs based on unprofessional actions or unsatisfactory progress toward meeting state mandated licensure standards.

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

Program Sequence

Elementary (K-6) and Specialist (5-8 or K-8) Licensure

Block I – EDUC 210, 212 (concurrent registrations recommended)

Block II – EDUC 330, 350 (concurrent registrations recommended)

Block III – EDUC 370, 371, 372, 373, 374 (concurrent registrations required)

Block IV – EDUC 456, 460, 461 (concurrent registrations required)

Secondary/Middle Level (5-12) Licensure and K-12 Licensure

Block I – EDUC 210, 212 (concurrent registrations recommended)

Block II – EDUC 330

Block III – EDUC 380 or 381 and 382 (concurrent registrations required)

Block IV – EDUC 456, 460, 461 (concurrent registrations required)

Program Options

Plan A

Elementary/middle level and secondary/middle level education students who complete program requirements and graduate within four years follow Plan A.

Plan B

Teacher education students who find it difficult to complete their education program in four years may opt for Plan B. This allows students to complete licensure 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.

Teacher Licensure in Elementary (K-6) with a Specialty (5-8 or K-8)

Licensure at the elementary/middle level includes a generalist (K-6) component plus an accompanying middle level specialty (5-8 or K-8) in at least one of the following subject areas:

Middle Level Communication Arts and Literature (5-8)

Middle Level Mathematics (5-8)

Middle Level Science (5-8)

Middle Level Social Studies (5-8)

Middle Level World Languages and Cultures (K-8)

Major in Elementary Education with a 5-8 Specialty in Communication Arts and Literature

Block I

EDUC 210 Education's Place in Society

EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning

EDUC 350 Language Development, Literacy, and Literature I

Teacher Education

Block III

- EDUC 370 Language Development, Literacy, and Literature II
- EDUC 371 Teaching Mathematics and Technology
- EDUC 372 Teaching Science and Healthy, Active Living
- EDUC 373 Teaching Social Studies and Fine Arts
- EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- ENGL 111 Critical Reading and Writing I: Fiction and Nonfiction Prose
- ENGL 112 Critical Reading and Writing II: Drama and Poetry

Qualified students may substitute 190 plus an additional upper-level course for 111 and 112

Plus eight credits from two of the following categories:

- ENGL 211 or 212 British Authors I or II
- ENGL 214 or 215 American Authors I or II
- ENGL 220 or 221 The Classical Tradition or The Modern Tradition
- ENGL 217 or 218 Multicultural Literature or Literature by Women: Critical History

Plus:

A second major (which may incorporate courses from the middle level concentration requirements)

Plus:

Demonstrated competence on all required state standards
Recommended core curriculum math and science courses to meet state competencies:
MATH 100 and 121
Two laboratory sciences (one each chosen from two different fields)
or
IDSC 150 and one additional lab science

Major in Elementary Education with a 5-8 Specialty in Mathematics

Block I

- EDUC 210 Education's Place in Society
- EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning
- EDUC 350 Language Development, Literacy, and Literature I

Block III

- EDUC 370 Language Development, Literacy, and Literature II
- EDUC 371 Teaching Mathematics and Technology
- EDUC 372 Teaching Science and Healthy, Active Living
- EDUC 373 Teaching Social Studies and Fine Arts
- EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- MATH 100 Mathematical Sampler
- MATH 113 Calculus I
- MATH 121 Structures of Elementary Mathematics
- MATH 128 Introduction to Discrete Mathematics
- MATH 259 Elements of Geometry and Statistics

Plus:

A second major (which may incorporate courses from the middle level concentration requirements)

Plus:

Demonstrated competence on all required state standards

Departments

Recommended core curriculum science courses to meet state competencies:
Two laboratory sciences (one each chosen from two different fields)
or
IDSC 150 and one additional lab science

Major in Elementary Education with a 5-8 Specialty in Science

Block I

EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning
EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 370 Language Development, Literacy, and Literature II
EDUC 371 Teaching Mathematics and Technology
EDUC 372 Teaching Science and Healthy, Active Living
EDUC 373 Teaching Social Studies and Fine Arts
EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

GEOL 111 Introductory Geology I

Plus either:

BIOL 101 General Biology

or the course sequence:

BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
BIOL 204 Cellular and Molecular Biology

Plus either:

CHEM 100 Chemistry in Our World

or the course sequence:

CHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Plus either:

PHYS 101 General Physics for Liberal Arts Students

or the course sequence:

PHYS 109 General Physics I
PHYS 110 General Physics II

or the course sequence:

PHYS 111 Introduction to Classical Physics I
PHYS 112 Introduction to Classical Physics II

Plus:

A second major (which may incorporate courses from the middle level concentration requirements)

Plus:

Demonstrated competence on all required state standards

Recommended core curriculum math courses to meet state competencies:

MATH 100 and 121

Major in Elementary Education with a 5-8 Specialty in Social Studies

Block I

EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning
EDUC 350 Language Development, Literacy, and Literature I

Teacher Education

Block III

- EDUC 370 Language Development, Literacy, and Literature II
- EDUC 371 Teaching Mathematics and Technology
- EDUC 372 Teaching Science and Healthy, Active Living
- EDUC 373 Teaching Social Studies and Fine Arts
- EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus Middle Level for Social Studies Specialty:

16 credits in Social Studies, four credits each from four different disciplines:

- ECON 101 The American Economy
- ECON 211 Current Economic Issues
- GEOG 111 Human Geography
- GEOG 112 Physical Geography
- GEOG 113 World Geography
- HIST 111 Origins of the Modern World to 1550
- HIST 112 The History of the Modern World since 1550
- HIST 113 Early America in Global Perspective
- HIST 114 The Modern U.S. in Global Perspective
- PSY 111 General Psychology
- PSY 121 Social Psychology
- PSY 151 Cross-Cultural Psychology
- SOC 100 Introduction to Sociology
- SOC 110 Social Problems

Plus:

A second major (which may incorporate courses from the middle level concentration requirements)

Plus:

Demonstrated competence on all required state standards

Recommended core curriculum math and science courses to meet state competencies:

MATH 100 and 121

Two laboratory sciences (one each chosen from two different fields)

or

IDSC 150 and one additional lab science

Major in Elementary Education with a K-8 Specialty in World Languages and Cultures

Block I

- EDUC 210 Education's Place in Society
- EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning
- EDUC 350 Language Development, Literacy, and Literature I

Block III

- EDUC 370 Language Development, Literacy, and Literature II
- EDUC 371 Teaching Mathematics and Technology
- EDUC 372 Teaching Science and Healthy, Active Living
- EDUC 373 Teaching Social Studies and Fine Arts
- EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus Middle Level for World Languages and Cultures Specialty:

Successful completion of a minor or equivalent in one or more of the following languages:

- French
- German
- Spanish

Departments

Plus:

A second major (which may incorporate courses from the middle level concentration requirements)

Plus:

Demonstrated competence on all required state standards

Recommended core curriculum math and science courses to meet state competencies:

MATH 100 and 121

Two laboratory sciences (one each chosen from two different fields)

or

IDSC 150 and one additional lab science

Co-Major in Science and Mathematics for Elementary Education (SMEE)

Werness (QMCS) (director), Sullivan (BIOL), Hartshorn (CHEM), Kemper (MATH), Tommet (PHYS)

This major provides an integrated background in science and mathematics appropriate for individuals who will teach in the elementary grades. The SMEE major was designed as a co-major along with elementary education and should be considered by students planning to pursue a degree in elementary education who wish to emphasize science and mathematics. Students should contact the program director, the Department of Teacher Education, or members of program faculty for further information on this major. SMEE is only available as a co-major for those students also majoring in elementary education. The SMEE co-major fulfills the Middle Level Specialty (5-8) in Science.

Block I

EDUC 210 Education's Place in Society

EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning

EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 370 Language Development, Literacy, and Literature II

EDUC 371 Teaching Mathematics and Technology

EDUC 372 Teaching Science and Healthy, Active Living

EDUC 373 Teaching Social Studies and Fine Arts

EDUC 374 Seminar in Middle Level Specialty Area (0 credit)

Block IV

EDUC 456 Introduction to Exceptionality (2 credits)

EDUC 460 Student Teaching and Seminar (8 credits)

EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus SMEE co-major requirements:

BIOL 101 General Biology

CHEM 100 Chemistry in Our World

GEOL 111 Introductory Geology I

MATH 100 Mathematical Sampler

MATH 121 Structures of Elementary Mathematics

PHYS 101 General Physics for Liberal Arts Students

QMCS 120 Computers in Elementary Education and LOGO

SMEE 181 Science Seminar

SMEE 182 Science Seminar

SMEE 359 Integrated Studies in Science and Mathematics

Plus:

A *specialization sequence* consists of eight or more additional credits in one department, to be approved by the student's SMEE adviser. These courses will build on the "core courses" above and develop specialized knowledge in one of the areas served by the Division of Science and Mathematics.

Plus:

Demonstrated competence on all required state standards.

181 Science Seminar

0 credit

The seminar consists of five one-hour meetings per semester and is offered for SMEE 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.

359 Integrated Studies in Science and Mathematics

The capstone course in the SMEE interdisciplinary major. A number of currently important science and mathematics-related topics will be studied in depth, and will emphasize the integration of the natural sciences and mathematics. Consideration will be given to the relevance of the topics to modern society and their potential use in the elementary classroom.

Prerequisites: BIOL 101, CHEM 100, GEOL 111, MATH 100 and 121, PHYS 101, QMCS 120. (In certain cases, permission of the adviser may allow a substitution.)

Teacher Licensure in Secondary/Middle Level Education

Programs are designed to provide professional preparation for teaching in middle and secondary settings.

Licensure is available in the following areas:

- Communication Arts and Literature (5-12)
- Health (5-12)
- Mathematics (5-12)
- Music Education
 - Instrumental and Classroom Music (K-12)
 - Vocal and Classroom Music (K-12)
- Physical Education (K-12)
- Science (5-8) plus one of:
 - Chemistry (9-12)
 - Earth and Space Science (9-12)
 - Life Science (9-12)
 - Physics (9-12)
- Social Studies (5-12)
- World Language and Cultures (K-12)
 - French
 - German
 - Spanish

Communication Arts and Literature (5-12)

Co-major in Communication Arts and Literature and a Co-major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

- EDUC 210 Education's Place in Society
- EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
- EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- COMM 100 Public Speaking
 - COMM 120 Communication Theories and Methods
 - COMM 140 Rhetorical Criticism
 - COMM 160 Electronic Media Production
 - COMM 217 Survey of Communication Disorders
 - ENGL 111 Critical Reading and Writing I: Fiction and Nonfiction Prose
 - ENGL 112 Critical Reading and Writing II: Drama and Poetry
- Qualified students may substitute 190 plus an additional upper-level course for 111 and 112
- ENGL 300 Theory and Practice of Writing
 - ENGL 305 Linguistics: English Language
 - ENGL 361 Shakespeare and the Early Modern Period
 - ENGL 380 Issues in English Studies

Plus four credits from each of the following areas:

- ENGL 211 or 212 British Authors I or II
- ENGL 214 or 215 American Authors I or II

Departments

ENGL 220 or 221 The Classical Tradition or The Modern Tradition
ENGL 217 or 218 Multicultural Literature or Literature by Women: Critical History

Plus:

Four additional upper division credits in COMM or ENGL selected in consultation with adviser

Plus:

Demonstrated competence on all required state standards

To complete a major in English, the following courses are required:

The "Four additional upper division credits in COMM or ENGL selected in consultation with adviser" would be an upper division ENGL course (COMM 340, 350, or 440 may be substituted)

To complete a major in Communication, the following courses are required:

Twelve additional upper division COMM credits
COMM 480 Capstone Course in Communication

Health Education (5-12)

Major in Health Education 5-12

Block I

EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning

Block III

HLTH 440 Health Education : 5-12 Curriculum Assessment and Administration
HLTH 450 Health Education: 5-12 Methods, Resources and Partnerships
Note: These courses substitute for EDUC 381 and 382

Block IV

EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

BIOL 101 General Biology
HLTH 345 Nutrition for Health and Fitness
HLTH 350 Personal Health and Wellness
HLTH 353 Consumer, Community and Environmental Health
HLTH 375 Lifelong Stress Management (2 credits)
HLTH 400 Epidemiology
HLTH 462 Human Sexuality Education
HLTH 464 Critical Issues in Health Education
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

Plus:

Instructor level CPR/First Aid/HIV/AIDS (0 credit)

Plus:

Demonstrated competence on all required state standards

Mathematics 5-12

Major in Mathematics and a Co-major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

EDUC 210 Education's Place in Society

Teacher Education

- EDUC 212 Human Relations and Multicultural Education
Block II
EDUC 330 Psychology for Teaching and Learning
Block III
EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)
Block IV
EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- MATH 113 Calculus I (or 108-109)
MATH 114 Calculus II
MATH 200 Multi-Variable Calculus
MATH 210 Linear Algebra and Differential Equations
MATH 301 Abstract Algebra I
MATH 317 Real Analysis
MATH 325 Geometry
MATH 450 Advanced Mathematics from an Elementary Point of View
QMCS 230 Software Design Using the JAVA Language

Plus at least one of:

- MATH 302 Abstract Algebra II
MATH 309 Discrete Mathematical Structures
MATH 385 Mathematical Methods of Numerical Analysis
MATH 400 Dynamic Systems and Chaos
MATH 419 Complex Variables
MATH 420 Topology

Plus either:

- MATH 303 Statistics for the Applied Sciences *and* one additional MATH course numbered 300 or above
or
MATH 313 Probability *and* 314 Mathematical Statistics

Plus:

Demonstrated competence on all required state standards

Music Education

Music Education: Instrumental and Classroom Music K-12

Major in Music Education

Block I

- EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 260 Elementary Classroom Music Pedagogy
EDUC 360 Secondary Classroom Music Pedagogy
Note: These courses substitute for EDUC 381 and 382

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
TEGR 580 Student Teaching and Seminar (6 graduate credits)
TEGR 581 The Teacher as Educational Advocate (3 graduate credits)
See note below about completion of licensure in Plan B

Plus:

- EDUC 214 Teaching Techniques Woodwind Instruments I (2 credits)
EDUC 216 Teaching Techniques Woodwind Instruments II (2 credits)
EDUC 218 Teaching Techniques Brass Instruments (2 credits)
EDUC 220 Teaching Techniques Percussion Instruments (2 credits)
EDUC 222 Teaching Techniques String Instruments I (2 credits)
EDUC 224 Teaching Techniques String Instruments II (2 credits)

Departments

Plus:

MUSC 112	Introduction to Music (students testing out of 112 take 115)
MUSC 113	Theory I
MUSC 212	Theory II
MUSC 213	Theory III
MUSC 312	Theory IV
MUSC 351	Introduction to Conducting (2 credits)
MUSC 353	Instrumental Conducting
MUSC 411	History and Literature of Music I
MUSC 412	History and Literature of Music II
MUSN	See ensemble participation under the Major in Music in the department section of this catalog
MUSP 102 or 103	Skills for Piano Proficiency (0 credit)
MUSP 2xx	Six semesters of performance studies in the same performance medium (12 credits)
MUSR 200	Piano Proficiency (0 credit)
MUSR 270	Level I Recital (0 credit)
MUSR 350	Level II Recital (0 credit)
PHYS 105	Musical Acoustics

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

MUS 516	Developing the Child Voice (2 credits)
MUS 561	Teaching World Music (2 credits)
TEGR 580	Student Teaching and Seminar (6 credits)
TEGR 581	The Teacher as Educational Advocate (3 credits)

Plus:

Demonstrated competence on all required state standards

Music Education: Vocal and Classroom Music K-12

Major in Music Education

Block I

EDUC 210	Education's Place in Society
EDUC 212	Human Relations and Multicultural Education

Block II

EDUC 330	Psychology for Teaching and Learning
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Block III

EDUC 260	Elementary Classroom Music Pedagogy
EDUC 360	Secondary Classroom Music Pedagogy

Note: These courses substitute for EDUC 381 and 382

Block IV

EDUC 456	Introduction to Exceptionality (2 credits)
TEGR 580	Student Teaching and Seminar (6 graduate credits)
TEGR 581	The Teacher as Educational Advocate (3 graduate credits)

See note below about completion of licensure in Plan B

Plus:

EDUC 226	The Woodwind Family in Classroom Teaching (2 credits)
EDUC 228	The Brass and Percussion Families in Classroom Teaching (2 credits)
EDUC 230	The String Family in Classroom Teaching (2 credits)
EDUC 362	Teaching Techniques for Voice

Plus:

MUSC 112	Introduction to Music (students testing out of 112 take 115)
MUSC 113	Theory I
MUSC 212	Theory II
MUSC 213	Theory III
MUSC 312	Theory IV
MUSC 351	Introduction to Conducting (2 credits)
MUSC 352	Choral Conducting
MUSC 411	History and Literature of Music I
MUSC 412	History and Literature of Music II
MUSN 142, 160	Chamber Singers, Concert Choir (minimum of six semesters)
MUSN 143	Liturgical Choir (maximum of two semesters)

Teacher Education

MUSP	102 or 103	Skills for Piano Proficiency (0 credit)
MUSP	2xx	Six semesters of performance studies in the same performance medium (12 credits)
MUSR	200	Piano Proficiency (0 credit)
MUSR	270	Level I Recital (0 credit)
MUSR	350	Level II Recital (0 credit)
PHYS	105	Musical Acoustics

Plus:

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

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

MUS	516	Developing the Child Voice (2 credits)
MUS	561	Teaching World Music (2 credits)
TEGR	580	Student Teaching and Seminar (6 credits)
TEGR	581	The Teacher as Educational Advocate (3 credits)

Plus:

Demonstrated competence on all required state standards

Physical Education (K-12)

Major in Physical Education

Block I

EDUC	210	Education's Place in Society
EDUC	212	Human Relations and Multicultural Education

Block II

EDUC	330	Psychology for Teaching and Learning
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Block III

PHED	200	Activities and Techniques
PHED	340	Physical Education at the Elementary Level
PHED	360	Curriculum Organization and Administration

Note: These courses substitute for EDUC 380 and 381

Block IV

EDUC	456	Introduction to Exceptionality (2 credits)
EDUC	460	Student Teaching and Seminar (8 credits)
EDUC	461	The Teacher as Educational Advocate (2 credits)

Plus:

BIOL	101	General Biology
HLTH	350	Personal Health and Wellness
PHED	110	Foundations and Skills for Majors I (2 credits)
PHED	111	Foundations and Skills for Majors II (2 credits)
PHED	215	Rhythms and Dance (2 credits)
PHED	310	History, Principles and Philosophy of Physical Education (2 credits)
PHED	311	Motor Development (2 credits)
PHED	351	Teaching of the Special Needs Student (2 credits)
PHED	410	Human Anatomy and Physiology
PHED	420	Kinesiology
PHED	421	Athletic Training Techniques (2 credits)
PHED	430	Measurement and Evaluation (2 credits)
PHED	431	Exercise Physiology (2 credits)
PSY	111	General Psychology
SOC	100	Introduction to Sociology

Plus two of:

PHED	210	Outdoor Education I (2 credits)
PHED	211	Outdoor Education II (2 credits)
PHED	212	Outdoor Education III (2 credits)

Recommended:

COMM 100 or 105 Public Speaking or Communication in the Workplace

Plus:

Demonstrated competence on all required state standards

Departments

Science (5-8) plus Chemistry (9-12)

Co-major in Science – Chemistry and a Co-major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

- EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- BIOL 101 General Biology
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 331 Chemical Thermodynamics and Reaction Dynamics
CHEM 481 Seminar (1 credit)
CHEM 484 Seminar (1 credit)
GEOL 111 Introductory Geology I
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 four credits from:

- CHEM 320 Instrumental Analysis
CHEM 332 Quantum Chemistry and Molecular Spectroscopy
CHEM 391 Research (1 credit)
CHEM 440 Biochemistry I

Plus:

Demonstrated competence on all required state standards

To complete a major in Chemistry, the following courses are required:

- CHEM 320 Instrumental Analysis
CHEM 482 Seminar (0 credit)
CHEM 483 Seminar (0 credit)

Plus:

Eight additional credits from the list above

or

eight credits from the BA Major Field Optional Courses List (see Department of Chemistry)

Science (5-8) plus Earth and Space Science (9-12)

Co-Major in Science – Earth and Space Science and a Co-Major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

- EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)

Teacher Education

- EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
GEOL 111 Introductory Geology I
GEOL 112 Introductory Geology II
GEOL 15M Oceanography (at Macalester)
GEOL 211 Mineralogy
GEOL 252 Geomorphology
GEOL 311 Petrology
GEOL 322 Structural Geology
GEOL 421 Geophysics
PHYS 104 Astronomy

Plus one of:

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

Plus:

Demonstrated competence on all required state standards

To complete a major in Geology, the following additional courses are required:

- MATH 113 Calculus I
MATH 114 Calculus II

Science (5-8) plus Life Science (9-12)

Co-Major in Science – Life Science with Co-Major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

- EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

- BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
BIOL 204 Cellular and Molecular Biology
BIOL 206 Global Ecology (2 credits)
CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 201 Organic Chemistry I
GEOL 111 Introductory Geology I
PHYS 104 Astronomy

Plus:

Sixteen additional BIOL credits in courses numbered 200 or above, chosen in consultation with an adviser

Plus:

Demonstrated competence on all required state standards

To complete a major in Biology, the following courses are required:

Six additional BIOL credits numbered 200 or above

Departments

Plus one of:

MATH 303 Statistics for the Applied Sciences
QMCS 220 Statistics I

Plus at least two of the following selected in consultation with the departmental adviser:

CHEM 202 Organic Chemistry II
MATH 109 Calculus with Review II *or* MATH 113 Calculus I
PHYS 109 General Physics I *or* PHYS 111 Introduction to Classical Physics I

Science (5-8) plus Physics (9-12)

Co-major in Science – Physics plus a Co-Major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

EDUC 330 Psychology for Teaching and Learning

Block III

EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus:

CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
GEOL 111 Introductory Geology I
MATH 113 Calculus I
MATH 114 Calculus II
MATH 200 Multivariable Calculus
MATH 210 Linear Algebra and Differential Equations
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 260 Introduction to Electronics
PHYS 399 Advanced Physics Lab (2 credits)
PHYS 400 Advanced Physics Lab (2 credits)

Plus:

Four additional credits in PHYS courses other than 101

Plus either:

BIOL 101 General Biology
or the three-course sequence
BIOL 201 Diversity and Adaptation
BIOL 202 Genetics and Population Biology
BIOL 204 Cellular and Molecular Biology

Plus:

Demonstrated competence on all required state standards

To complete a major in Physics, the following courses are required:

PHYS 341 Electricity and Magnetism
PHYS 411 Theoretical Mechanics

Plus one of:

PHYS 310 Statistical Mechanics and Thermodynamics
PHYS 342 Electromagnetic Waves
PHYS 421 Quantum Mechanics
PHYS 451 Introduction to Solid State Physics

Social Studies (5-12)

Co-Major in Social Studies with a Co-Major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

Block I

- EDUC 210 Education's Place in Society
- EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 381 Curriculum and Methods for Specific Discipline (5-8) (2 credits)
- EDUC 382 Curriculum and Methods for Specific Discipline (9-12) (2 credits)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
- EDUC 460 Student Teaching and Seminar (8 credits)
- EDUC 461 The Teacher as Educational Advocate (2 credits)

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:

- ECON 101 The American Economy
- ECON 211 Current Economic Issues
- 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

Plus one of:

- GEOG 111 Human Geography
- GEOG 113 World Regional Geography

Plus:

Twenty-four additional credits in courses in any one of the Social Science disciplines (Economics, Geography, History, Political Science, Psychology, Sociology). Choice of these courses are subject to the approval of the department involved.

Plus:

Demonstrated competence on all required state standards

To complete a major in one of the Social Science disciplines, contact the chair of the department.

World Language and Cultures Education (K-12)

Students wishing to be licensed grades K-12 in World Language and Cultures 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.

Major in French, German, or Spanish with a Co-Major in Secondary Education

Note: A Co-major cannot be a stand-alone major.

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Block I

- EDUC 210 Education's Place in Society
EDUC 212 Human Relations and Multicultural Education

Block II

- EDUC 330 Psychology for Teaching and Learning

Block III

- EDUC 380 Curriculum and Methods for Specific Discipline (K-12)

Block IV

- EDUC 456 Introduction to Exceptionality (2 credits)
EDUC 460 Student Teaching and Seminar (8 credits)
EDUC 461 The Teacher as Educational Advocate (2 credits)

Plus one of the languages:

French

28 credits numbered FREN 300 and above with a minimum of six credits in each of the following areas:

- Oral and Written Language
- Culture/Civilization
- Literature

German

28 credits numbered GER 300 and above with a minimum of six credits in each of the following areas:

- Oral and Written Language
- Culture/Civilization
- Literature

Plus:

HIST Four credits in modern European history

Spanish

28 credits numbered SPAN 300 and above with a minimum of six credits in each of the following areas:

- Oral and Written Language
- Culture/Civilization
- Literature

Plus:

SPAN A course in Hispanic linguistics

Plus (for all languages):

Demonstrated competence on all required state standards

210 Education's Place in Society

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. The course includes a guided, reflective, in-school field experience.

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. 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 Instruments** 2 credits
Offered fall semester in even-numbered years.
- 220 **Teaching Techniques for Percussion Instruments** 2 credits
Offered spring semester in odd-numbered years.
- 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. EDUC 260 and 360 fulfill the Block III 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.
- 330 **Psychology for Teaching and Learning**
This course integrates psychological principles with strategies for effective instruction. Prospective K-12 teachers explore the scientific knowledge base that underlies good teaching practices; they learn to apply the principles of educational psychology to their own learning and future teaching through reading, discussion, classroom simulations, school observations and micro-teaching demonstrations. Includes clinical.
Prerequisite: 210
- 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.
- 350 **Language Development, Literacy, and Literature I**
This course is Part I of a two-course literacy block designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences will emphasize the importance of teaching in an integrated manner to students of diverse socio-economic backgrounds and cultures. The course will present developmentally appropriate practice for kindergarten, primary, and intermediate grades, the current knowledge base of research, and recommendations for professional development. As the introductory course in literacy, it will focus on language development and literacy processes as a foundation for understanding curricular development in and applications for literacy in the elementary classroom.
Prerequisites: 210 and 212
- 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. EDUC 260 and 360 fulfill the Block III requirement. Offered spring semester in even-numbered years.

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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 teaching individuals and groups, observation of master teachers, and journaling. Offered fall semester in even-numbered years.

370 Language Development, Literacy, and Literature II

This course is Part II of a two-course literacy block designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences will emphasize the importance of teaching in an integrated manner to students of diverse socio-economic backgrounds and cultures. The course will present developmentally appropriate practice for kindergarten, primary, and intermediate grades, the current knowledge base of research and recommendations for professional development. This second course in the literacy block will extend the foundations in language, literacy and children's literature presented in the initial course to classroom applications in composing processes (writer's workshop), assessment/evaluation, content area reading, and interdisciplinary instruction. The course includes field-based experiences.

Prerequisites: 210, 212, 330 and 350 plus unconditional admission to the teacher education program; concurrent registration with 371, 372, 373, and 374

371 Teaching Mathematics and Technology

This course is designed to prepare teachers who will effectively engage learners with mathematics and technology. Emphasis is on developmentally appropriate practice for a range of learners in kindergarten, primary and intermediate grades; curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration. The course includes field-based experiences.

Prerequisites: 210, 212, 330 and 350 plus unconditional admission to the teacher education program; concurrent registration with 370, 372, 373, and 374

372 Teaching Science and Healthy, Active Living

This course is designed to prepare teachers who will effectively engage learners with science and help them have the skills for lifelong healthy, active living. Emphasis is on developmentally appropriate practice for a range of learners in kindergarten, primary and intermediate grades; curriculum content and sources; instructionally based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration. The course includes field-based experiences.

Prerequisites: 210, 212, 330 and 350 plus unconditional admission to the teacher education program; concurrent registration with 370, 371, 373, and 374

373 Teaching Social Studies and Fine Arts

This course provides an overview of the social studies and fine arts for the elementary teacher that develops a civic and cultural awareness respectful of human diversity. National and state standards, unit and lesson planning, instructional resources and technology, teaching and assessment strategies, and curriculum integration are addressed. The course includes field-based experiences.

Prerequisites: 210, 212, 330 and 350 plus unconditional admission to the teacher education program; concurrent registration with 370, 371, 372, and 374

374 Seminar in Middle Level Concentration Area

0 credit

Students will participate in a series of guided classroom and field experiences designed to meet the Minnesota middle level competencies for K-6 pre-service teachers in their chosen 5-8 area of academic concentration. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, expanding the content, curriculum, and instructional strategies students gain through their K-6 methods courses. Age appropriate performance based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration will be covered.

Prerequisites: 210, 212, 330 and 350 plus unconditional admission to the teacher education program; concurrent registration with 370, 371, 372, and 373

01 Communication Arts and Literature (5-8)

02 Mathematics (5-8)

03 Science (5-8)

04 Social Studies (5-8)

05 World Languages and Cultures (K-8)

380 Curriculum and Methods for Specific Discipline (K-12)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific

licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades K through 12, curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration. The course includes a clinical experience.

Prerequisites: 210, 212, 330, plus unconditional admission to the teacher education program.

381 Curriculum and Methods for Specific Discipline (5-8) 2 credits

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration. The course includes a clinical experience.

Prerequisites: 210, 212, 330, plus unconditional admission to the teacher education program; concurrent registration with 382.

- 01 Communication Arts and Literature
- 02 Mathematics
- 03 Science
- 04 Social Studies
- 05 Theater and Dance

382 Curriculum and Methods for Specific Discipline (9-12) 2 credits

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure areas. Emphasis is on developmentally appropriate practice for a range of learners in grades 9 through 12, curriculum content and sources; instructionally based assessment strategies; connections with community resources; national and state standards; lesson and unit planning; and curriculum and technology integration. The course includes a clinical experience.

Prerequisites: 210, 212, 330, plus admission into department; concurrent registration with 381.

- 01 Communication Arts and Literature
- 02 Mathematics
- 03 Science
- 04 Social Studies
- 05 Theater and Dance

456 Introduction to Exceptionality 2 credits

Provides an overview of students identified as gifted/talented, students with disabilities (learning disabilities, mental retardation, emotional/behavioral disabilities, and sensory and physical impairments), etiology, and appropriate interventions for exceptional students. Also, current issues and research in the field of exceptionality (legal rights, integration, best practices) are also discussed.

Prerequisite: PPST

460 Student Teaching and Seminar 8 credits

As the culminating experience of the teacher licensure program, student teaching provides the opportunity for students to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars assist students to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Student teaching, along with the companion course Teacher as Educational Advocate, is a full-time, full-semester commitment under the supervision of university and school-based professionals. Students seeking licensure in multiple fields may require additional credits and time in the classroom.

Prerequisites: Satisfactory completion of all education courses in Blocks I, II, and III, plus unconditional admission to the teacher education program, plus admission to student teaching, senior status; concurrent registration with 456, 461

- 01 (K-8)
- 02 (5-2)
- 03 (K-12)

461 The Teacher as Educational Advocate 2 credits

A capstone course designed to prepare teachers who will effectively collaborate to advocate for strong educational institutions and for students. The course emphasizes connections with families and communities, including strategies for working with students and families for whom English is not the primary language, and skill development in communication and teacher leadership. Includes a portfolio presentation by each teacher candidate as the culminating experience.

Prerequisites: Acceptance into Education program; completion of Blocks I, II and III; senior status; concurrent registration with 456, 460

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462 Student Teaching and Seminar Dual License Extended Term 10 credits

This student teaching section is intended for students seeking licensure in multiple fields or grade ranges requiring additional credits and time in the classroom. As the culminating experience of the teacher licensure program, student teaching provides the opportunity for students to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars assist students to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Student teaching, along with the companion course Teacher as Educational Advocate, is a full-time, full-semester commitment under the supervision of university and school-based professionals.

Prerequisites: Satisfactory completion of all education courses in Blocks I, II, and III, plus unconditional admission to the teacher education program, plus admission to student teaching, senior status; concurrent registration with 456, 461

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)

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.

Theater (THR)

Kritzer (chair), Holonbek, Poletes; Barrett, Hayes, Klein, Morrissey, Wexler, Wilhelmson

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.

Students majoring in theater concentrate their courses in acting and directing, theater history and theory, music theater, or theater education.

Students graduating with a major in theater will have a usable knowledge of works, styles, and evaluative methods. They will have developed performance skills for amateur or professional theater.