

School of Education

Teacher Education (EDUC)

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The Teacher Education program is in alignment with Minnesota state licensure requirements. Since licensure requirements can change, your actual program may vary slightly from that cited in this catalog. Please maintain contact with a teacher education advisor for the most current information on your program.

Teacher preparation programs at the University of St. Thomas are committed to preparing: inspiring teachers dedicated to the academic and personal development of their students, and passionate advocates for justice and human dignity in all communities from the classroom to the world.

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
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. Ongoing state licensure rule changes make careful planning particularly important. Department and School of Education handbooks and information supplements outline specific departmental programs and policies and are available online and in the Teacher Education Department office in Opus Hall (MOH 302).

Admission to the Program

Students typically begin their application for admission to the teacher education program during their sophomore year, while enrolled in Block I. Candidates typically complete their application during Block II. Criteria for admission to the education program include:

GPA/Grade minimum requirements:

- Cumulative GPA of 2.75 for all credits earned at UST
- A grade of "C" or better for all Education department coursework
- A grade of "C-" or better for all content area and allied coursework
- Positive recommendations from major or co-major advisor, education advisor and interview team
- Demonstrated ability to consistently meet all program technical standards
- Demonstrated ability to consistently exhibit all program professional behavior standards
- Evidence of a positive introductory level field experience
- Completion of the Praxis I - Pre-Professional Basic Skills Test (PPST)

Students seeking licensure to teach in the state of Minnesota must complete (but not necessarily pass) all three components (reading, writing and mathematics) of the PPST prior to program admission. Students will need to pass all three components by the time of program completion in order to apply for licensure in the state of Minnesota.

Program Sequence

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

Note: A Minnesota Criminal Background Check is required for the EDUC 211 field experience.

Block I – EDUC 210 and 211, 212

Block II – EDUC 330 and 331, 350

Note: Allied Math and Science requirements must be completed as a prerequisite to Block III.

Block III – EDUC 369, 370, 371, 372, 373, 374 (concurrent registrations required)

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

Secondary/Middle Level (5-12) Licensure

Note: A Minnesota Criminal Background Check is required for the EDUC 211 field experience.

Block I – EDUC 210 and 211, 212

Block II – EDUC 330 and 331, and 355

Block III – EDUC 381, 382, and 383 (concurrent registration required)

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

K-12 Licensure

Note: A Minnesota Criminal Background Check is required for the EDUC 211 field experience.

Block I – EDUC 210 and 211, 212

Block II – EDUC 330 and 331

Block III – See specific K-12 program for Block 3 courses

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

Program Options

Plan A

Elementary and middle-level and secondary and 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 earning their undergraduate degree. Students who seek the Plan B option should consult with a department advisor at least one semester prior to application for Plan B. Plan B is not an option for students with majors or co-majors that do not stand alone, such as physical education, social studies, and SMEE.

Retention in the Program

Students accepted into the program must continue to meet all minimum admission requirements cited above, 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: inability to meet program technical standards, violations of the professional behaviors standards, or unsatisfactory progress toward meeting state mandated licensure standards.

Block IV and Student Teaching

In order to take Block IV courses and student teach, a student must have: senior status, unconditional admission to the teacher education program, satisfactory completion of all education courses in Blocks I, II, and III, satisfactory completion of all licensure-related content courses, plus admission to student teaching.

Program Completion

Following completion of all program requirements, a student may apply for Minnesota state licensure after passing all three sections of the Praxis I (PPST) exam, passing the required Praxis II Professional Knowledge Exam, and passing the all required Praxis II Subject Matter Exams, and securing a Federal Criminal Background Check.

On the basis of our approved Minnesota licensure program and our accreditation from the National Association of Colleges of Teacher Education (NCATE), many other states offer reciprocal entry licenses for students completing our program requirements. Since all states requirements are unique, any student planning on teaching in another state is strongly advised to check with that state in advance in order to satisfy those unique requirements.

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 211 Field Experience: Introductory (K-12) (0 credit)
- EDUC 212 Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

- EDUC 330 Psychology for Teaching and Learning
- EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
- EDUC 350 Language Development, Literacy, and Literature I

Block III

- EDUC 369 Field Experience: Primary level (K-4) (0 credit)
- 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)

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Block IV Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

Plus Middle level Communication Arts & Literature Specialty:

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

Note: Qualified students may substitute 190 and an additional upper-level literature 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

Plus allied core curriculum math and science courses to meet state competencies:

MATH 100 Mathematical Sampler
MATH 121 Structures of Elementary Mathematics
Two laboratory sciences (one each chosen from two different fields)

or

IDSC 150 and one recommended additional lab science

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

Block I

EDUC 210 Education's Place in Society
EDUC 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
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 Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

Plus Middle Level Mathematics Specialty:

MATH 100 Mathematical Sampler
MATH 113 Calculus I
MATH 121 Structures of Elementary Mathematics
MATH 128 Introduction to Discrete Mathematics

Plus:

MATH 259 Elements of Geometry and Statistics

or

MATH 325 Geometry and QMCS 220 Statistics I

Plus:

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

Note: The co-major in Science and Mathematics for Elementary Education (SMEE) is designed to fill this need.

Plus:

Demonstrated competence on all required state standards

Plus allied core curriculum math and science courses to meet state competencies:

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

or

IDSC 150 and one recommended additional lab science

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

Werness (QMCS) (director), Chaplin (BIOL), Hartshorn (CHEM), George (ENGR), Lamb (GEOL), McLean (MATH) Shepard (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 211 Field Experience: Introductory (K-12) (0 credit)
- EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
- EDUC 331 Field Experience: Middle level (5-8) (0 credit)
- EDUC 350 Language Development, Literacy, and Literature I

Block III

- EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
- 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 Praxis II Exams (PLT & Content Area) required for licensure

- EDUC 456 Inclusive School Communities (2 credits)
- EDUC 460 Student Teaching and Seminar (6 credits)
- EDUC 461 The Teacher as Educational Advocate

Plus SMEE co-major requirements:

One of:

- GEOL 111 Introductory Physical Geology
- GEOL 113 The Earth's Record of Climate
- GEOL 114 The Science of natural Disasters
- GEOG 115 Environmental Geology

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 Physics as a Liberal Art I

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

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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 (or 110 or 113 or 114 or 115), MATH 100 and 121, PHYS 101, QMCS 120. (In certain cases, permission of the adviser may allow a substitution.)

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

Block I

EDUC 210 Education's Place in Society
EDUC 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
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 *Praxis II Exams (PLT & Content Area) required for licensure*

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

Plus Middle Level General Science Specialty:

GEOL 111 Introductory Physical Geology or one of GEOL 110, 113, 114, 115

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 Physics as a Liberal Art I

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

Note: The co-major in Science and Mathematics for Elementary Education (SMEE) is designed to fill this need.

Plus:

Demonstrated competence on all required state standards

Plus allied core curriculum math courses to meet state competencies:

MATH 100 Mathematical Sampler

MATH 121 Structures of Elementary Mathematics

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

Block I

EDUC 210 Education's Place in Society

EDUC 211 Field Experience: Introductory (K-12) (0 credit)

EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning

EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 369 Field Experience: Primary Level (K-4)

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 Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 credits)

EDUC 460 Student Teaching and Seminar (6 credits)

EDUC 461 The Teacher as Educational Advocate

Plus Middle Level Social Studies Specialty:

ECON 211 Current Economic Issues

GEOG 113 World Geography

HIST 113 Early America in Global Perspective

POL 101 American Government and Politics

Plus:

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

Plus:

Demonstrated competence on all required state standards

Plus allied core curriculum math and science courses to meet state competencies:

MATH 100 Mathematical Sampler

MATH 121 Structures of Elementary Mathematics

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

or

IDSC 150 and one recommended 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 211 Field Experience: Introductory (K-12) (0 credit)

EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning

EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

EDUC 350 Language Development, Literacy, and Literature I

Block III

EDUC 369 Field Experience: Primary Level (K-4) (0 credit)

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)

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<i>Block IV</i>	<i>Praxis II Exams (PLT & Content Area) required for licensure</i>
	Oral Proficiency Exam required for Student Teaching
EDUC 456	Inclusive School Communities (2 credits)
EDUC 460	Student Teaching and Seminar (6 credits)
EDUC 461	The Teacher as Educational Advocate

Plus Middle Level World languages and Cultures Specialty:

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

French
German
Spanish

Plus:

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

Plus:

Demonstrated competence on all required state standards

Plus allied core curriculum math and science courses to meet state competencies:

MATH 100 Mathematical Sampler
MATH 121 Structures of Elementary Mathematics
Two laboratory sciences (one each chosen from two different fields)
or
IDSC 150 and one recommended additional lab science

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)
Dance and Theatre Arts with a Theatre Specialization (K-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 Languages 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 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 345 Adolescent Literature (2 credits)
EDUC 355 Reading for the 5-12 Teacher

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)
EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV *Praxis II Exams (PLT & Content Area) required for licensure*

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

Teacher Education

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

Note: Qualified students may substitute 190 and an additional upper-level literature 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
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

Dance and Theatre Arts with a Theatre Specialization (K-12)

Major in Theater 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 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

Block III

EDUC 355 Reading for the 5-12 Teacher
EDUC 383 Field Experience: Secondary (9-12)
THR 375 Methods of Teaching Theater and Dance

Note: This course substitutes for EDUC 381 and 382

Block IV Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

Plus:

THR 105 Stagecraft
THR 214 Beginning Acting
THR 215 Beginning Directing
THR 221 History of Theater I: Classical through 17th Century
THR 222 History of Theater II: 18th Century through Contemporary
THR 223 History of Theater III: American
THR 231 Dance for Musical Theater
THR 253 Creative Dramatics
THR 412 Drama: Theory and Criticism

Plus:

Participation in at least two mainstage productions

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Health Education (5-12)

Major in Health Education 5-12

Block I

- EDUC 210 Education's Place in Society
EDUC 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II

Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

Block III

- EDUC 355 Reading for the 5-12 Teacher
EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
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

Praxis II Exams (PLT & Content Area) required for licensure

- EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

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

Plus one of:

- PSY 111 General Psychology
SOC 100 Introduction to Sociology

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:

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

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
EDUC 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II

Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 355 Reading for the 5-12 Teacher

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)
EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV

Praxis II Exams (PLT & Content Area) required for licensure

- EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

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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: Exploration and Exposition
QMCS 230	Software Design Using the JAVA Language

Plus at least one of:

MATH 302	Abstract Algebra II
MATH 385	Mathematical Methods of Numerical Analysis
MATH 400	Dynamical 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
<i>or</i>	
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 211	Field Experience: Introductory (K-12) (0 credit)
EDUC 212	Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330	Psychology for Teaching and Learning
EDUC 331	Field Experience: Middle Level (5-8) (0 credit)

Block III

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

Note: These courses substitute for EDUC 381 and 382

EDUC 369	Field Experience: Primary Level (K-4) (0 credit)
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Block IV Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456	Inclusive School Communities (2 credits)
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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)

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)

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MUSR 270 Level I Recital (0 credit)
MUSR 350 Level II Recital (0 credit)
PHYS 105 Musical Acoustics

Plus:

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

MUS 516 Developing the Child Voice
MUS 561 Teaching World Music
TEGR 660 Student Teaching and Seminar
TEGR 661 Circles of Advocates for Assessment III
TEGR 662 The Teacher as Education Advocate

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 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

Block III

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

Note: These courses substitute for EDUC 381 and 382

EDUC 369 Field Experience: Primary Level (K-4) (0 credit)

Block IV Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 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)
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

Plus:

An additional eleven 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 660 Student Teaching and Seminar

- TEGR 661 Circles of Advocates for Assessment III
 TEGR 662 The Teacher as Education Advocate

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 211 Field Experience: Introductory (K-12) (0 credit)
 EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
 EDUC 331 Field Experience: Middle Level (5-8) (0 credit)

Block III

- EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
 PHED 204 Physical Education Methods for Elementary School
 PHED 304 Physical Education Methods for Middle School
 PHED 404 Physical Education Methods for Secondary School
 PHED 405 Physical Education Methods for Teaching Aquatics/First Aid

Note: These courses substitute for EDUC 381 and 382

Block IV Praxis II Exams (PLT & Content Area) required for licensure

- EDUC 456 Inclusive School Communities (2 credits)
 EDUC 460 Student Teaching and Seminar (6 credits)
 EDUC 461 The Teacher as Educational Advocate

Plus:

- BIOL 101 General Biology
 HLTH 350 Personal Health and Wellness
 PHED 104 Physical Education Curriculum, Instruction, and Assessment
 PHED 215 Rhythms and Dance (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 431 Exercise Physiology (2 credits)
 PSY 111 General Psychology
 SOC 100 Introduction to Sociology

Plus:

Demonstrated competence on all required state standards

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 211 Field Experience: Introductory (K-12) (0 credit)
 EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
 EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
 EDUC 355 Reading for the 5-12 Teacher

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)
 EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV Praxis II Exams (PLT & Content Area) required for licensure

- EDUC 456 Inclusive School Communities (2 credits)
 EDUC 460 Student Teaching and Seminar (6 credits)
 EDUC 461 The Teacher as Educational Advocate

Plus:

- BIOL 101 General Biology
 CHEM 111 General Chemistry I
 CHEM 112 General Chemistry II

School of Education

CHEM 201	Organic Chemistry I
CHEM 202	Organic Chemistry II
CHEM 300	Quantitative Analysis
CHEM 320	Instrumental Analysis
CHEM 331	Chemical Thermodynamics and Reaction Dynamics
CHEM 332	Quantum Chemistry and Molecular Spectroscopy
CHEM 391	Research
CHEM 440	Biochemistry I
CHEM 481	Seminar (1 credit)
CHEM 484	Seminar (1 credit)
GEOL 111	Introductory Physical Geology <i>or one of</i> GEOL 110, 113, 114, 115
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:

Demonstrated competence on all required state standards

To complete a major in Chemistry (B.A.), 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 B.A. 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 211	Field Experience: Introductory (K-12) (0 credit)
EDUC 212	Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

EDUC 330	Psychology for Teaching and Learning
EDUC 331	Field Experience: Middle Level (5-8) (0 credit)
EDUC 355	Reading for the 5-12 Teacher

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)
EDUC 383	Field Experience: Secondary (9-12) (0 credit)

Block IV *Praxis II Exams (PLT & Content Area) required for licensure*

EDUC 456	Inclusive School Communities (2 credits)
EDUC 460	Student Teaching and Seminar (6 credits)
EDUC 461	The Teacher as Educational Advocate

Plus one of:

GEOL 111	Introductory Physical Geology
GEOL 113	The Earth's Record of Climate
GEOL 114	The Science of Natural Disasters
GEOL 115	Environmental Geology

Plus:

BIOL 201	Diversity and Adaptation
CHEM 111	General Chemistry I
CHEM 112	General Chemistry II
GEOL 211	Mineralogy
GEOL 252	Earth Surface Processes and Geomorphology
GEOL 260	Regional Geology and Field Methods
GEOL 320	Sedimentology and Stratigraphy
GEOL 340	Fundamentals of the Lithosphere I (Petrology)
GEOL 360	Fundamentals of the Lithosphere II (Structural Geology)
GEOL 430	Advanced Earth History

Teacher Education

PHYS 101 Physics as a Liberal Art
PHYS 104 Astronomy

Plus either:

MATH 113 Calculus I

or

MATH 108 Calculus with Review I

and

MATH 109 Calculus with Review II

Plus:

Demonstrated competence on all required state standards

To complete a major in Geology, the following is required:

Four additional GEOL credits numbered 200 or above

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 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II Praxis I Exam (PPST) required for admission to program

EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 355 Reading for the 5-12 Teacher

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)
EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV Praxis II Exams (PLT & Content Area) required for licensure

EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

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 Physical Geology *or one of* GEOL 110, 113, 114, 115
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

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

School of Education

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 211 Field Experience: Introductory (K-12) (0 credit)
- EDUC 212 Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

- EDUC 330 Psychology for Teaching and Learning
- EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
- EDUC 355 Reading for the 5-12 Teacher

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)
- EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV *Praxis II Exams (PLT & Content Area) required for licensure*

- EDUC 456 Inclusive School Communities (2 credits)
- EDUC 460 Student Teaching and Seminar (6 credits)
- EDUC 461 The Teacher as Educational Advocate

Plus:

- CHEM 111 General Chemistry I
- CHEM 112 General Chemistry II
- ENGR 350 Introduction to Electronics
- GEOL 111 Introductory Physical Geology *or one of* GEOL 110, 113, 114, 115
- 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 300 Seminar I (1 cr.)
- PHYS 301 Seminar II (1 cr.)
- PHYS 323 Methods of Experimental Physics
- QMCS 230 Software Design Using the Java Language

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 (B.A.), two of the following courses are required:

- PHYS 105 Musical Acoustics
- PHYS 331 Theoretical Mechanics
- PHYS 341 Electricity and Magnetism
- PHYS 342 Electromagnetic Waves
- PHYS 347 Optics
- PHYS 410 Statistical Mechanics and Thermodynamics
- PHYS 431 Quantum Mechanics
- PHYS 494 Research
- PHYS 498 Individual Study

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.

Mega (HIST), program coordinator

Block I

- EDUC 210 Education's Place in Society
- EDUC 211 Field Experience: Introductory (K-12) (0 credit)
- EDUC 212 Human Relations and Multicultural Education

Block II *Praxis I Exam (PPST) required for admission to program*

- EDUC 330 Psychology for Teaching and Learning
- EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
- EDUC 355 Reading for the 5-12 Teacher

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)
- EDUC 383 Field Experience: Secondary (9-12) (0 credit)

Block IV *Praxis II Exams (PLT & Content Area) required for licensure*

- EDUC 456 Inclusive School Communities (2 credits)
- EDUC 460 Student Teaching and Seminar (6 credits)
- EDUC 461 The Teacher as Educational Advocate

Plus:

- ENVR 151 Humans and the Environment
- 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 one of the social science disciplines (economics, geography, history, political science, psychology, or 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.

School of Education

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 demonstrate advanced level speaking proficiency in English and the target language as defined in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Major in French, German, or Spanish 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 211 Field Experience: Introductory (K-12) (0 credit)
EDUC 212 Human Relations and Multicultural Education

Block II

Praxis I Exam (PPST) required for admission to program

- EDUC 330 Psychology for Teaching and Learning
EDUC 331 Field Experience: Middle Level (5-8) (0 credit)
EDUC 355 Reading for the 5-12 Teacher

Block III

- EDUC 369 Field Experience: Primary Level (K-4) (0 credit)
EDUC 380 Curriculum and Methods for Specific Discipline (K-12)

Block IV

Praxis II Exams (PLT & Content Area) required for licensure
Oral Proficiency Exam required for Student Teaching

- EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Student Teaching and Seminar (6 credits)
EDUC 461 The Teacher as Educational Advocate

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.

Prerequisite: Sophomore standing and concurrent registration with 211

211 Field Experience: Introductory (K-12)

0 credit

This is a Pass/No Pass 30-hour guided, reflective, in-school field experience intended to allow students to explore the professional realities of schools and education. Participation in this field experience requires a Minnesota Criminal Background check.

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 Topics** **2 credits**
297, 298 Topics
 The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.
- 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.
 Prerequisite: 210 and concurrent registration with 331
- 331 Field Experience: Middle Level (5-8)** **0 credit**
 This is a Pass/No Pass 15 hour guided, reflective, in-school field experience intended to introduce students to middle level settings and level students. This experience introduces the middle level as a pedagogical bridge between the elementary and the secondary learner. Participation in this field experience requires a recent Minnesota Criminal Background check.

School of Education

- 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.
Prerequisite: 210
- 350 Language Development, Literacy, and Literature I** 16 credits
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
- 355 Reading for the 5-12 Teacher**
This course is designed to explore how teachers can assist students to more easily deal with content area reading materials to include textbooks, written directions, newspapers, graphs/charts/maps, and manuals; and at the same time to encourage positive attitudes toward reading and writing in content areas.
- 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.
- 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.
- 369 Field Experience: Primary Level (K-4)** 0 credit
This is a Pass/No Pass a 100 hour guided, reflective, in-school field experience at the primary level. Intended to serve as a pre-student teaching experience, it includes lesson design, whole group instruction, classroom management, student assessment, and instructional reflection. Participation in this field experience requires a recent Minnesota Criminal Background check.
- 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 331, 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; concurrent registration with 383

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 and 383

- 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 unconditional admission to the teacher education program; concurrent registration with 381 and 383

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

School of Education

383 Field Experience: Secondary (9-12) **0 credit**
This is a Pass/No Pass a 30 hour guided, reflective, in-school field experience at the secondary level. Intended to serve as a pre-student teaching experience, it includes lesson design, whole group instruction, classroom management, student assessment, and instructional reflection. Participation in this field experience requires a recent Minnesota Criminal Background check.

456 Inclusive School Communities **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 **6 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: Senior status; unconditional admission to the teacher education program; satisfactory completion of all education courses in Blocks I, II, and III; submission of Multicultural Experience form; a recent Minnesota Criminal Background check; plus satisfactory completion of all licensure-related content courses; plus admission to student teaching, and concurrent registration with 456, 461.

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

461 The Teacher as Educational Advocate
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

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

483, 484 Seminar **2 credits**
485, 486 Seminar
See the description of these courses at the beginning of the "Curricula" section of this catalog.

487, 488 Topics **2 credits**
489, 490 Topics
The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

491, 492 Research **2 credits**
493, 494 Research
See the description of these courses at the beginning of the "Curricula" section of this catalog.

495, 496 Individual Study **2 credits**
497, 498 Individual Study
See the description of these courses at the beginning of the "Curricula" section of this catalog.

Special Education (SPUG)

M. Brown, director, Melloy, Ryan, Vandercook, Wolfe

405 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

414 Collaboration Skills for School Professionals (SPED 714)

The purpose of this course is to develop an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, paraprofessionals, students, families, and community members. Students will explore the fundamentals of collaboration; applications of collaboration related to consultation, interagency agreements, team membership, staff development, and co-teaching; and the pragmatic aspects of collaboration. Students will have the opportunity to develop the personal and interpersonal skills necessary to be an effective collaborative partner in meeting diverse students needs.

450 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 individuals with exceptionalities are explored. These include but are not limited to: gifted and talented, learning disabilities, emotional and behavioral disorders, developmental disabilities, sensory disabilities, early childhood special education, speech and language disorders.

452 Fundamentals of Emotional and Behavioral Disorders (SPED 752)

Provides an introduction to the dynamics of emotional and behavioral disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth. Theories, definitions, and characteristics within the context of school, family, and community settings will be discussed.

453 Fundamentals of Developmental Disabilities (SPED 753)

To learn about students with developmental disabilities. These are students with a broad range of cognitive impairments and deficits in adaptive behavior. Most recently these have been individuals who have been identified as having mental retardation or mental impairments. This course will focus upon definition, etiology, prevention, assessment, characteristics, programming, family issues, inclusion, collaboration, transition and other current issues related to persons with cognitive or developmental disabilities.

478 Fundamentals of Preschoolers (SPED 778)

This course is designed to provide a foundation for working with preschoolers and their families in early childhood and early childhood special education programs. Emphasis is placed on early childhood typical and atypical development, developmentally appropriate practice, and developing curriculum that is functional, appropriate, adaptable and fun. Curriculum units are created that enhance child development and are adapted for children with a variety of disabilities.

485 Behavior Management (SPED 785)

This course explores the idea of positive behavior support for promoting acceptable behavior in school and other settings where youth learn. This course, grounded in research-based interventions, is designed to assist all who work with students in special and regular education in developing skills to teach and support acceptable behavior that will be demonstrated in home, school and community settings.

486 Fundamentals of Learning Disabilities (SPED 786)

Theoretical and practical knowledge about the field of learning disabilities. This course emphasizes school-based definitions, criteria, characteristics, and etiology, as well as community and family support systems. It includes an analysis of current trends at the local, state, and national levels for students with learning disabilities.