

ECON 370 Environmental and Natural Resource Economics (4 credits)

This course employs economic principles to analyze the problems of environmental pollution and natural-resource depletion. Economic systems, such as the private-market mechanism, are evaluated with respect to their effectiveness in the management of natural resources and the environment. Domestic and international environmental policies are examined and critiqued.

Prerequisite: ECON 252

ECON 401 Managerial Decision Making (4 credits)

Microeconomic theory applied to business decision making. Emphasis on quantitative techniques applied to business decision making under uncertainty, demand and cost estimation, linear production models, pricing decisions, capital budgeting, inventory problems, and group decision making. Quantitative tools include linear regression, statistical decision analysis and linear programming.

Prerequisites: ECON 352, and IDTH 220 or MATH 303 or permission of the instructor

ECON 418 Mathematical Economics (4 credits)

Introduction to a mathematical treatment of models of economic behavior; economic content includes consumer theory, theory of the firm and selected topics in macroeconomics.

Prerequisites: ECON 352, and MATH 200 or MATH 114 with permission of instructor

ECON 470 Research in Economics (4 credits)

The Research in Economics course deals with data collection and statistical analysis of economic hypotheses. It culminates in writing a research paper on a topic of the student's choosing.

Prerequisites: Senior standing and ECON 315, or permission of the instructor

ECON 475, 476 Experiential Learning (2 credits)**ECON 477, 478 Experiential Learning (4 credits)**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

ECON 483, 484 Seminar (2 credits)**ECON 485, 486 Seminar (4 credits)**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

ECON 487, 488 Topics (2 credits)**ECON 489, 490 Topics (4 credits)**

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

ECON 491, 492 Research (2 credits)**ECON 493, 494 Research (4 credits)**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

ECON 495, 496 Individual Study (2 credits)**ECON 497, 498 Individual Study (4 credits)**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

Education (EDUC) - School of Education

School of Education, Department of Teacher Education

Minneapolis Opus Hall (MOH) 217, (651) 962-4550

Warring (Chair), Payne (Associate Chair), Hansen, Hunter, Nistler, Reif, Smith, Taylor

Note: The University of St. Thomas Teacher Education programs are in alignment with Minnesota state licensure regulations. Changes in state regulations could affect the programs described below. Please maintain contact with the Department of Teacher Education for the most current information.

The University of St. Thomas Department of Teacher Education offers a full range of undergraduate and graduate programs for persons who wish to teach in elementary, middle, and secondary school settings. Candidates who become educators through the Department are part of a proud tradition that goes back over three-quarters of a century, completing programs that embrace the liberal arts, emphasize ethical practice, and prepare creative, reflective educators dedicated to the success of all learners. Current programs are offered within the School of Education's mission:

Inspired by Catholic intellectual tradition, the University of St. Thomas School of Education educates practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Department of Teacher Education programs are based on a 5x5x10 model framework, representing:

- the five dispositions of the Mission Statement
 1. morally responsible leaders who
 2. think critically,
 3. act wisely, and
 4. work skillfully to
 5. advance the common good;

Education

- the five developmentally progressive program stages or blocks,
 1. Exploration, 2. Teaching and Learning, 3. Curriculum and Instruction, 4. Reflective Practice, and 5. Continuing Professional Development
- and the ten nationally accepted Standards of Effective Practice demonstrated competence in
 1. subject matter, 2. student learning, 3. diverse learners, 4. instructional strategies, 5. learning environment, 6. communication, 7. planning instruction, 8. assessment, 9. reflection and professional development, and 10. collaboration, ethics, and relationships

Programs are accredited by the National Council for 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 (www.stthomas.edu/education/departments/te/ug) and in the Teacher Education Department office in Minneapolis 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 1, and complete their application during Block 2. Criteria for admission to the education program include:

- GPA/Grade minimum requirements:
 - Cumulative GPA of at least 2.75 for all credits earned at UST
 - A grade of "C" or better in all Education department courses
 - A grade of "C-" or better in all content area and allied courses that are counted towards licensure
- Positive recommendations from major or co-major adviser, education adviser and interview team
- Demonstrated ability to consistently exhibit all program disposition standards
- Evidence of a positive exploratory 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. Candidates will need to pass all three components and all required Praxis II exams by the time of program completion in order to apply for licensure in the state of Minnesota.

Retention in the Program

Students accepted into the program must continue to meet all minimum admission requirements cited above and demonstrate appropriate progress on all required licensure standards in order to be placed for Clinical Practice and recommended for licensure. The department reserves the right to dismiss candidates from the licensure programs based on violations of the professional dispositions standards or unsatisfactory progress toward meeting state-mandated licensure standards.

Block 4 and Clinical Practice (Student Teaching)

In order to take Block 4 courses and participate in Clinical Practice, a candidate needs: senior status; unconditional admission to the teacher education program; satisfactory completion of all education courses in Blocks 1, 2, and 3 and licensure-related content courses; satisfactory demonstration of all Minnesota Standards of Effective Practice through portfolio presentation; plus admission to Clinical Practice. World Languages candidates must also arrange with the Modern Language Department to pass oral proficiency exams.

With Departmental approval, candidates may be able to complete half of their Clinical Practice in an international setting.

Program Options

Plan A

Teacher education candidates who complete program and licensure requirements and graduate within four years follow Plan A.

Plan B

In some instances, teacher education candidates who find it difficult to complete their education program in four years may be able to complete licensure at the graduate level after earning their undergraduate degree. This option, called Plan B, is only available for candidates who complete a self-standing major (not just a co-major) and all other graduation requirements. Because of the planning involved, students who are contemplating the Plan B option should consult with a department adviser as early as possible in their programs. A formal application to use the Plan B option must be approved at least one semester prior to graduation.

Program Completion

Following completion of all program requirements, a candidate may apply for Minnesota state licensure after passing all three sections of the Praxis I (PPST) exam and passing all required Praxis II psychology of learning and subject matter exams. On the basis of our approved Minnesota licensure program and our accreditation from the National Association for Colleges of Teacher Education (NCATE), many other states offer reciprocal entry licenses for candidates completing our program requirements. Since all states' requirements are unique, any candidate planning to teach in another state is strongly advised to check with that state in advance in order to satisfy those unique requirements.

Elementary Education with a Specialty

Persons earning this major are licensed as K-6 generalists with a specialty to teach grades 5-8 in General Science, Mathematics, Communication Arts, or Social Studies or grades K-8 World Language.

Majors must complete the following:

- 1) **A second major in addition to Elementary Education**, which may incorporate courses from the specialty requirements.

Note: The Co-major in Science and Mathematics for Elementary Education (SMEE) described at the end of this section is designed to fill the requirement for a second major.

- 2) **Core Elementary Education (K-6) Requirements**

Block 1

EDUC 210 Education's Place in Society and Field Experience (4 credits)
 EDUC 212 Human Relations and Multicultural Education (4 credits)
 Praxis I Exam (PPST) required for admission to program

Block 2

EDUC 330 Psychology for Teaching and Learning (4 credits)
 EDUC 332 Field Experience II: Learning & Teaching (0 credit)
 EDUC 350 Language Development, Literacy, and Literature I (4 credits)

Note: Allied Math and Science requirements must be completed as a prerequisite to Block 3.

Block 3

EDUC 370 Language Development, Literacy, and Literature II (4 credits)
 EDUC 371 Teaching Mathematics and Technology (4 credits)
 EDUC 372 Teaching Science and Healthy, Active Living (4 credits)
 EDUC 373 Teaching Social Studies and Fine Arts (4 credits)
 EDUC 374 Seminar in Middle Level Specialty Area (0 credit)
 EDUC 383 Field Experience III: Curriculum & Instruction (0 credit)
 Praxis II PLT & Content Area Exams required for licensure

Block 4

EDUC 456 Inclusive School Communities (2 credits)
 EDUC 460 Clinical Practice: Student Teaching and Seminar (10 credits)

Plus:

Demonstrated competence on all required state standards

Plus:

Allied core curriculum math and science courses to meet state competencies:
 MATH 100 Mathematical Sampler (4 credits)
 MATH 121 Structures of Elementary Mathematics (4 credits)
 Two laboratory sciences (one each chosen from two different fields)

or

IDSC 150 Development of the Natural World (4 credits). If IDSC 150 is taken, an additional lab science is recommended but not required.

- 3) **An accompanying concentration (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 General Science (5-8)

Middle Level Social Studies (5-8)

World Language (French, German, or Spanish) (K-8)

Middle Level Communication Arts and Literature Concentration (5-8)

ENGL 111 Critical Reading and Writing I: Fiction and Nonfiction Prose (4 credits)

ENGL 112 Critical Reading and Writing II: Drama and Poetry (4 credits)

Note: Qualified students may substitute ENGL 190 and an additional upper-level literature course for ENGL 111 and 112

Education

Plus eight credits from two of the following categories:

ENGL 211 British Authors I (4 credits) *or* ENGL 212 British Authors II (4 credits)
ENGL 214 American Authors I (4 credits) *or* ENGL 215 American Authors II (4 credits)
ENGL 217 Multicultural Literature (4 credits) *or* ENGL 218 Literature by Women: Critical History (4 credits)
ENGL 220 The Classical Tradition (4 credits) *or* ENGL 221 The Modern Tradition (4 credits)

Middle Level Mathematics Concentration (5-8)

MATH 100 Mathematical Sampler (4 credits)
MATH 113 Calculus I (4 credits)
MATH 121 Structures of Elementary Mathematics (4 credits)
MATH 128 Introduction to Discrete Mathematics (4 credits)

Plus:

MATH 259 Elements of Geometry and Statistics (4 credits)
or
MATH 325 Geometry (4 credits) *and* IDTH 220 Statistics I (4 credits)

Middle Level General Science Concentration (5-8)

GEOL 111 Introductory Physical Geology *or* one of GEOL 110, 113, 114, 115 (4 credits each)

Plus either:

BIOL 101 General Biology (4 credits)
or the course sequence:
BIOL 201 Diversity and Adaptation (4 credits)
BIOL 202 Genetics, Evolution, and Ecology (4 credits)
BIOL 204 Cellular and Molecular Biology (4 credits)

Plus either:

CHEM 100 Chemistry in Our World (4 credits)
or
CHEM 111 General Chemistry I (4 credits) *and* CHEM 112 General Chemistry II (4 credits)

Plus either:

PHYS 101 Physics as a Liberal Art (4 credits)
or the course sequence:
PHYS 109 General Physics I (4 credits)
PHYS 110 General Physics II (4 credits)
or the course sequence:
PHYS 111 Introduction to Classical Physics I (4 credits)
PHYS 112 Introduction to Classical Physics II (4 credits)

Middle Level Social Studies Concentration (5-8)

ECON 211 Current Economic Issues (4 credits)
GEOG 113 World Geography (4 credits)
HIST 113 Early America in Global Perspective (4 credits)
POLS 104 American Government in Comparative Perspective (4 credits)

World Language (French, German, or Spanish) (K-8)

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

French
German
Spanish

Plus:

Successful completion of oral and written language examinations

Science and Mathematics for Elementary Education (SMEE)

Rezac (MATH) (director), George (ENGR), Hartshorn (CHEM), Lamb (GEOL), Nollenberg (PHYS), Verhoeven (BIOL), Werness (CISC)

Co-major in Science and Mathematics for Elementary Education (5-8) (Mathematics or Science) and a Co-major in Elementary Education (K-6).

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

Note: Students have the option of adding the General Science (5-8) licensure

This co-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 General Science.

Four credits from the following:

- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 113 The Earth's Record of Climate (4 credits)
- GEOL 114 The Science of natural Disasters (4 credits)
- GEOL 115 Environmental Geology (4 credits)

Plus either:

- BIOL 101 General Biology (4 credits)

or the course sequence:

- BIOL 201 Diversity and Adaptation (4 credits)
- BIOL 202 Genetics, Evolution, and Ecology (4 credits)
- BIOL 204 Cellular and Molecular Biology (4 credits)

Plus either:

- CHEM 100 Chemistry in Our World (4 credits)

or the course sequence:

- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

Plus either:

- PHYS 101 Physics as a Liberal Art (4 credits)

or the course sequence:

- PHYS 109 General Physics I (4 credits)
- PHYS 110 General Physics II (4 credits)

or the course sequence

- PHYS 111 Introduction to Classical Physics I (4 credits)
- PHYS 112 Introduction to Classical Physics II (4 credits)

Plus:

- SMEE 181 Science Seminar (0 credit)
- SMEE 182 Science Seminar (0 credit)
- SMEE 359 Integrated Studies in Science and Mathematics (4 credits)

Plus:

- CISC 120 Computers in Elementary Education (4 credits)

Plus:

A *specialization sequence* consisting 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.

Middle/Secondary Level and K-12 Education

Programs are designed to provide professional preparation for teaching in middle school, secondary, or K-12 settings. Licensure is available in the following areas:

- Chemistry (9-12)
- Communication Arts and Literature (5-12)
- Earth and Space Science (9-12)
- Health (5-12)
- Life Science (9-12)
- Mathematics (5-12)
- Music: Instrumental and Classroom (K-12)
- Music: Vocal and Classroom (K-12)
- Physical Education (K-12)
- Physics (9-12)
- Social Studies (5-12)
- Theater Arts (K-12) (joint licensure with the College of St. Catherine)
- World Languages and Cultures (French, German, Spanish) (K-12)

The following additional areas are offered in conjunction with the College of St. Catherine: Family and Consumer Science (5-12), Visual Arts (K-12). Please see an Education adviser for information.

Education

NOTE: Students have the option of adding the **General Science (5-8) licensure** to 9-12 Chemistry, Earth and Space Science, Life Science, or Physics by taking the following courses:

- BIOL 101 General Biology (4 credits)
or BIOL 201 Diversity and Adaptation (4 credits) and BIOL 202 Genetics, Evolution, and Ecology (4 credits) and BIOL 204 Cellular and Molecular Biology (4 credits)
- PHYS 101 Physics as a Liberal Art (4 credits)
or PHYS 109 General Physics I (4 credits) and PHYS 110 General Physics II (4 credits)
or PHYS 111 Introduction to Classical Physics I (4 credits) and PHYS 112 Introduction to Classical Physics II (4 credits)
- GEOL 111 Introductory Physical Geology or one of GEOL 110, 113, 114, 115 (4 credits each)
- PHYS 104 Astronomy (4 credits)

Majors must complete the following:

1) Core Secondary Education Requirements

Block 1

- EDUC 210 Education's Place in Society and Field Experience (4 credits)
EDUC 212 Human Relations and Multicultural Education (4 credits)
Praxis I Exam (PPST) required for admission to program

Block 2

- EDUC 330 Psychology for Teaching and Learning (4 credits)
EDUC 332 Field Experience II: Learning & Teaching (0 credit)
EDUC 355 Reading for the 5-12 Teacher (4 credits)*
*Taken by all licensure areas except Music Education

Block 3

- Methods Courses as noted in individual licensure area requirements
EDUC 383 Field Experience III: Curriculum & Instruction (0 credit)
Praxis II PLT & Content Area Exams required for licensure

Block 4

- EDUC 456 Inclusive School Communities (2 credits)
EDUC 460 Clinical Practice: Student Teaching and Seminar (10 credits)

Plus:

Demonstrated competence on all required state standards

2) A Second Major or Co-Major and methods courses in the chosen area for licensure:

Chemistry (9-12)

Co-major in Chemistry (9-12) and a Co-major in Middle/Secondary Education.

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

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)

or

CHEM 115 Accelerated General Chemistry (4 credits)

Plus:

- CHEM 201 Organic Chemistry I (4 credits)
CHEM 202 Organic Chemistry II (4 credits)
CHEM 300 Quantitative Analysis (4 credits)
CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
CHEM 391 Research (1 credit)
CHEM 392 Research (1 credit)
CHEM 481 Seminar (1 credit)
CHEM 484 Seminar (1 credit)
MATH 113 Calculus I (4 credits)
MATH 114 Calculus II (4 credits)
PHYS 111 Introduction to Classical Physics I (4 credits)
PHYS 112 Introduction to Classical Physics II (4 credits)

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 (4 credits)

CHEM 482 Seminar (0 credit)
CHEM 483 Seminar (0 credit)

Plus:

Six credits from the list of elective chemistry courses found under Major in Chemistry (B.A.) (*see Chemistry*)

Communication Arts and Literature (5-12)

Co-major in Communication Arts and Literature (5-12) and a Co-major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major. Students seeking licensure in this area who also want to complete an English major and a Communication minor should consult the English Department section of the catalog and follow the Major in English with a Teacher Education Emphasis.

Blocks 1, 2, 3, and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses:

EDUC 345 Adolescent Literature (2 credits)
EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

COJO 100 Public Speaking (4 credits)
COJO 211 Communication Theories and Methods (4 credits)
COJO 222 Survey of Communication Disorders (4 credits)
COJO 260 Electronic Media Production (4 credits)
ENGL 111 Critical Reading and Writing I: Fiction and Nonfiction Prose (4 credits)
ENGL 112 Critical Reading and Writing II: Drama and Poetry (4 credits)

Note: Qualified students may substitute ENGL 190 and an additional upper-level literature course for ENGL 111 and 112

ENGL 300 Theory and Practice of Writing (4 credits)
ENGL 305 Linguistics: English Language (4 credits)
ENGL 361 Shakespeare and the Early Modern Period (4 credits)
ENGL 380 Issues in English Studies (4 credits)

Plus four credits from each of the following areas for a total of sixteen credits:

ENGL 211 British Authors I (4 credits) *or* ENGL 212 British Authors II (4 credits)
ENGL 214 American Authors I (4 credits) *or* ENGL 215 American Authors II (4 credits)
ENGL 220 The Classical Tradition (4 credits) *or* ENGL 221 The Modern Tradition (4 credits)
ENGL 217 Multicultural Literature (4 credits) *or* ENGL 218 Literature by Women: Critical History (4 credits)

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

Twelve additional upper division COJO credits

Earth and Space Science (9-12)

Co-Major in Earth and Space Science (9-12) and a Co-Major in Middle/Secondary Education

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

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus four credits from the following:

GEOL 111 Introductory Physical Geology (4 credits)
GEOL 113 The Earth's Record of Climate (4 credits)
GEOL 114 The Science of Natural Disasters (4 credits)
GEOL 115 Environmental Geology (4 credits)

Plus:

BIOL 201 Diversity and Adaptation (4 credits)
CHEM 111 General Chemistry I (4 credits)
CHEM 112 General Chemistry II (4 credits)
GEOL 211 Earth Materials (4 credits)
GEOL 252 Earth Surface Processes and Geomorphology (4 credits)
GEOL 260 Regional Geology and Geological Field Methods (4 credits)
GEOL 320 Sedimentology and Stratigraphy (4 credits)
GEOL 340 Fundamentals of the Lithosphere I (Petrology) (4 credits)
GEOL 360 Fundamentals of the Lithosphere II (Structural Geology) (4 credits)
GEOL 430 Advanced Earth History (4 credits)

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PHYS 101 Physics as a Liberal Art (4 credits)

PHYS 104 Astronomy (4 credits)

Plus either:

MATH 113 Calculus I (4 credits)

or

MATH 108 Calculus with Review I (4 credits) *and* MATH 109 Calculus with Review II (4 credits)

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, four credits of which must be a 400 level course

Health Education (5-12)

Major in Health Education-Teaching (5-12) and a Co-major in Middle/Secondary Education.

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

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses:

HLTH 440 Health Education: 5-12 Curriculum Assessment and Administration (4 credits)

HLTH 450 Health Education: 5-12 Methods, Resources and Partnerships (4 credits)

Plus:

HLTH 345 Nutrition for Health and Fitness (4 credits)

HLTH 350 Personal Health and Wellness (4 credits)

HLTH 353 Consumer, Community and Environmental Health (4 credits)

HLTH 375 Lifelong Stress Management (2 credits)

HLTH 400 Epidemiology (4 credits)

HLTH 462 Human Sexuality Education (4 credits)

HLTH 464 Critical Issues in Health Education (4 credits)

Plus four credits from the following:

BIOL 101 General Biology (4 credits)

BIOL 105 Human Biology (4 credits)

Plus four credits from the following:

BIOL 251C Human Anatomy and Physiology I (CSC) (4 credits)

PHED 410 Human Anatomy and Physiology (4 credits)

Plus four credits from the following:

CHEM 100 Chemistry in our World (4 credits)

CHEM 101 Environmental Chemistry (4 credits)

CHEM 111 General Chemistry (4 credits)

Plus four credits from the following:

COJO 100 Public Speaking (4 credits)

COJO 105 Communication in the Workplace (4 credits)

Plus four credits from the following:

PSYC 111 General Psychology (4 credits)

SOCI 100 Introduction to Sociology (4 credits)

Recommended:

PSYC 200 Psychology of Infancy and Childhood (4 credits)

PSYC 203 Psychology of Adolescence (4 credits)

Life Science (9-12)

Co-Major in Life Science (9-12) with Co-Major in Middle/Secondary Education

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

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

BIOL 201 Diversity and Adaptation (4 credits)

BIOL 202 Genetics, Evolution, and Ecology (4 credits)

BIOL 204 Cellular and Molecular Biology (4 credits)

BIOL 206 Global Ecology (2 credits)

CHEM 111 General Chemistry I (4 credits)
 CHEM 112 General Chemistry II (4 credits)
 CHEM 201 Organic Chemistry I (4 credits)
 GEOL 111 Introductory Physical Geology *or one of* GEOL 110, 113, 114, 115 (4 credits each)
 PHYS 104 Astronomy (4 credits)

Plus:

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

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

Six additional BIOL credits numbered 200 or above

Plus four credits from the following:

IDTH 220 Statistics I (4 credits)

MATH 303 Statistics for the Applied Sciences (4 credits)

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

CHEM 202 Organic Chemistry II (4 credits)

MATH 109 Calculus with Review II (4 credits) *or* MATH 113 Calculus I (4 credits)

PHYS 109 General Physics I (4 credits) *or* PHYS 111 Introduction to Classical Physics I (4 credits)

Mathematics 5-12

Major in Mathematics (5-12) and a Co-major in Middle/Secondary Education.

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

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)

MATH 113 Calculus I (or 108-109) (4 credits)

MATH 114 Calculus II (4 credits)

MATH 200 Multi-Variable Calculus (4 credits)

MATH 210 Introduction to Differential Equations and Systems (4 credits)

MATH 240 Linear Algebra (4 credits)

MATH 301 Abstract Algebra I (4 credits)

MATH 317 Real Analysis (4 credits)

MATH 325 Geometry (4 credits)

MATH 450 Advanced Mathematics: Exploration and Exposition (4 credits)

Plus either:

MATH 303 Statistics for the Applied Sciences (4 credits) *and* one additional MATH course numbered 300 or above

or

MATH 313 Probability (4 credits) *and* MATH 314 Mathematical Statistics (4 credits)

Instrumental Music Education (K-12) (BM)

Co-major in Instrumental Music Education (K-12) and a Co-major in K-12 Music Education.

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

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses:

EDUC 207 Early Elementary Music Methods (Pre K-2) (3 credits)

EDUC 307 Intermediate Elementary Music Methods (Grades 3-5) (3 credits)

EDUC 314 Secondary Music Methods (Grades 6-12) (3 credits)

EDUC 418 Choral/Instrumental Music Methods (2 credits)

Plus:

EDUC 110 Introduction to Music Education I (1 credit)

Plus the following Instrumental Concentrations:

EDUC 218 Teaching Techniques for the Brass Family (2 credits)

EDUC 220 Teaching Techniques for the Percussion Family (2 credits)

EDUC 221 Teaching Techniques for the Woodwind Family (2 credits)

EDUC 324 Teaching Techniques for the String Family (2 credits)

EDUC 362 Vocal Pedagogy for Singers (1 credit)

MUSC 354 Advanced Conducting and Materials: Instrumental Concentration (2 credits)

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Plus:

MUSC 001 Student Convocation Hour (0 credits) (6 semesters)
MUSC 113 Music Theory I (4 credits)
MUSC 114 Music Theory II (4 credits)
MUSC 131 Eurhythmics I (1 credit)
MUSC 132 Eurhythmics II (1 credit)
MUSC 133 Music of the United States: Aural and Written Traditions (4 credits)
MUSC 140 Music Media (2 credits)
MUSC 213 Music Theory III (4 credits)
MUSC 214 Music Theory IV (4 credits)
MUSC 231 Introduction to Conducting I (1 credit)
MUSC 232 Introduction to Conducting II (1 credit)
MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
MUSC 341 Theory Elective: Musicianship Pedagogy for Music Educators (2 credits)
MUSC 411 History and Literature of Music I (4 credits)
MUSC 412 History and Literature of Music II (4 credits)
MUSN 1xx Ensemble (6 semesters) (0 credits each semester)*
MUSP 102 or 103 Skills for Piano Proficiency (0 credit)
MUSP 3xx Performance studies (6 semesters) (2 credits each semester)
MUSR 200 Piano Proficiency (0 credit)
MUSR 270 Level I Recital (0 credit)
MUSR 350 Level II Recital (0 credit)
*Guidelines for choosing an ensemble:
Students must spend 6 semesters in a large instrumental ensemble.
Instrumental majors must spend at least 4 semesters in MUSN 185 or MUSN 186.

Allied Requirements:

PHYS 105 Musical Acoustics (4 credit hours)

Vocal Music Education (K-12) (BM)

Co-major in Vocal Music Education (K-12) and a Co-major in K-12 Music Education.

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

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses:

EDUC 207 Early Elementary Music Methods (Pre K-2) (3 credits)
EDUC 307 Intermediate Elementary Music Methods (Grades 3-5) (3 credits)
EDUC 314 Secondary Music Methods (Grades 6-12) (3 credits)
EDUC 418 Choral/Instrumental Music Methods (2 credits)

Plus:

EDUC 110 Introduction to Music Education I (1 credit)

Plus the following for Vocal Concentrations:

EDUC 176 German Diction for Singers (1 credit)
EDUC 177 French Diction for Singers (1 credit)
EDUC 324 Teaching Techniques for the String Family (2 credits)
EDUC 362 Vocal Pedagogy for Singers (2 credits)
MUSC 355 Advanced Conducting and Materials: Vocal Concentration (2 credits)

Plus:

MUSC 001 Student Convocation Hour (0 credits) (6 semesters)
MUSC 113 Music Theory I (4 credits)
MUSC 114 Music Theory II (4 credits)
MUSC 131 Eurhythmics I (1 credit)
MUSC 132 Eurhythmics II (1 credit)
MUSC 133 Music of the United States: Aural and Written Traditions (4 credits)
MUSC 140 Music Media (2 credits)
MUSC 213 Music Theory III (4 credits)
MUSC 214 Music Theory IV (4 credits)
MUSC 231 Introduction to Conducting I (1 credit)
MUSC 232 Introduction to Conducting II (1 credit)
MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
MUSC 341 Theory Elective: Musicianship Pedagogy for Music Educators (2 credits)
MUSC 411 History and Literature of Music I (4 credits)
MUSC 412 History and Literature of Music II (4 credits)
MUSN 1xx Ensemble (6 semesters) (0 credits each semester)*

MUSP 102 or 103 Skills for piano Proficiency (0 credits)
 MUSP 3xx Performance studies (6 semesters) (1 credits each semester)
 MUSR 200 Piano Proficiency (0 credits)
 MUSR 270 Level I Recital (0 credits)
 MUSR 350 Level II Recital (0 credits)
 *Guidelines for choosing an ensemble:
 Students must spend 6 semesters in a large choral ensemble.
 Voice majors must spend at least 4 semesters in MUSN 142 or MUSN 160.

Allied Requirements:
 PHYS 105 Musical Acoustics (4 credit hours)

Physical Education (K-12)

Major in Physical Education-Teaching (K-12) and a Co-major in K-12 Teaching Physical Education.
Note: A Co-major cannot be a stand-alone major.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses:

PHED 204 Physical Education Methods for Elementary School (4 credits)
 PHED 304 Physical Education Methods for Middle School (4 credits)
 PHED 404 Physical Education Methods for Secondary School (4 credits)
 PHED 405 Physical Education Methods for Teaching Aquatics/First Aid/CPR/AED (4 credits)
Note: Option to waive PHED 405 for those students who successfully complete American Red Cross Certifications in Water-Safety-Instruction, and First Aid/CPR/AED

Plus:

HLTH 350 Personal Health and Wellness (4 credits)
 PHED 104 Physical Education Curriculum, Instruction, and Assessment (4 credits)
 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 (4 credits)
 PHED 420 Kinesiology (4 credits)
 PHED 431 Exercise Physiology (2 credits)
 PSYC 111 General Psychology (4 credits)

Plus four credits from the following:

BIOL 101 General Biology (4 credits)
 BIOL 105 Human Biology (4 credits)

Recommended:

COJO 100 Public Speaking (4 credits)
 SOCI 100 Introduction to Sociology (4 credits)

Physics (9-12)

Co-major in Physics (9-12) plus a Co-Major in Middle/Secondary Education

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

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

CHEM 111 General Chemistry I (4 credits)
 CHEM 112 General Chemistry II (4 credits)
 CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
 ENGR 350 Introduction to Electronics (4 credits)
 GEOL 111 Introductory Physical Geology *or one of* GEOL 110, 113, 114, 115 (4 credits each)
 MATH 113 Calculus I (4 credits)
 MATH 114 Calculus II (4 credits)
 MATH 200 Multivariable Calculus (4 credits)
 MATH 210 Introduction to Differential Equations and Systems (4 credits)
 PHYS 104 Astronomy (4 credits)
 PHYS 111 Introduction to Classical Physics I (4 credits)
 PHYS 112 Introduction to Classical Physics II (4 credits)
 PHYS 215 Foundations of Modern Physics: From the Atom to the Big Bang (4 credits)

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PHYS 225 Applications of Modern Physics: From the Atom to the Diode (4 credits)
PHYS 323 Methods of Experimental Physics (4 credits)

Plus:

Four additional credits in PHYS courses other than 101

Plus either:

BIOL 101 General Biology (4 credits)

or the three-course sequence

BIOL 201 Diversity and Adaptation (4 credits)

BIOL 202 Genetics, Evolution, and Ecology (4 credits)

BIOL 204 Cellular and Molecular Biology (4 credits)

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 (4 credits)

PHYS 331 Theoretical Mechanics (4 credits)

PHYS 341 Electricity and Magnetism (4 credits)

PHYS 342 Electromagnetic Waves (4 credits)

PHYS 347 Optics (4 credits)

PHYS 410 Statistical Mechanics and Thermodynamics (4 credits)

PHYS 431 Quantum Mechanics (4 credits)

PHYS 494 Research (4 credits)

PHYS 498 Individual Study (4 credits)

Social Studies (5-12)

Co-Major in Social Studies (5-12) (Economics, Geography, History, Political Science, Psychology, or Sociology) with a Co-Major in Middle/Secondary Education

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

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 credits)

Plus:

ENVR 151 Humans and the Environment (4 credits)

POLS 104 American Government in Comparative Perspective (4 credits)

PSYC 111 General Psychology (4 credits)

SOCI 100 Introduction to Sociology (4 credits)

SOCI 301 Cultural Anthropology (4 credits)

Plus four credits from the following:

ECON 211 Current Economic Issues (4 credits)

ECON 251 Principles of Macroeconomics (4 credits)

Plus four credits from the following:

HIST 111 Origins of the Modern World to 1550 (4 credits)

HIST 112 The Modern World Since 1550 (4 credits)

Plus four credits from the following:

HIST 113 Early America in Global Perspective (4 credits)

HIST 114 The Modern U.S. in Global Perspective (4 credits)

Plus four credits from the following:

HIST 210 Modern Latin America, 1800 to the Present (4 credits)

HIST 220 Introduction to Japanese History and Culture (4 credits)

HIST 340 Foundations of Chinese Civilization (4 credits)

HIST 341 The History of Modern China (4 credits)

HIST 345 Family and Women in Chinese History (4 credits)

Plus four credits from the following:

GEOG 111 Human Geography (4 credits)

GEOG 113 World Geography (4 credits)

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.

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

Theater Arts (K-12)

Co-major in Theater Arts (K-12) and a Co-Major in K-12 Teaching Theater

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

Note Joint licensure with St. Catherine: Please see an adviser for program information.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

THTR 375 Methods of Teaching Theater (4 credits)

Plus:

THTR 105 Stagecraft (4 credits)

THTR 214 Beginning Acting (4 credits)

THTR 215 Beginning Directing (4 credits)

THTR 253 Creative Dramatics (4 credits)

THTR 412 Drama: Theory and Criticism (4 credits)

Plus two of:

THTR 221 World Theater, Origins to 17th Century (History of Theater I) (4 credits)

THTR 222 Modern and Contemporary World Theater (History of Theater II) (4 credits)

THTR 223 American Theater (History of Theater III) (4 credits)

Suggested elective:

THTR 231 Dance for Musical Theater (4 credits)

Plus:

Participation in at least two mainstage productions

To complete a major in Theater (B.A.), the following additional courses are required:

THTR 315 Advanced Directing (4 credits)

Plus eight credits of THTR electives (four of which may be THTR 231)

World Language and Cultures Education (K-12)

Major in French (K-12), German (K-12), or Spanish (K-12) with a Co-Major in K-12 World Language and Cultures

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

Note: Students wishing to be licensed to teach World Language and Cultures K-12 in the state of Minnesota must demonstrate advanced level speaking proficiency (as defined in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guideline) in both English and in the target language.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course:

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

Plus:

Successful completion of Language Oral Proficiency Exam required for Clinical Practice (arranged through Modern Language Department)

Plus a major in French, German, or Spanish:

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 GERM 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

36 credits numbered SPAN 300 and above. All students must take SPAN 300, 301, 305 and 335, plus twenty additional credits following the requirements for the Cultural and Literary Studies Track or the Linguistics and Applied Language Studies Track.

Plus:

SPAN - A course in Hispanic linguistics

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EDUC 110 Introduction to Music Education I (1 credit)

An orientation to the profession of music education. Overview of historical, philosophical, sociological, and psychological foundations of music education and related music professions. Exploration of the relationships of these foundations to individual and group instructional settings, vocational issues, and concerns of musicians working as performers, teachers, administrators and business owners. Field observations in a variety of instructional settings. Offered fall semesters.

EDUC 176 German Diction for Singers (1 credit)

An introduction to German pronunciation, utilizing the International Phonetic Alphabet. A guide to the use of the dictionary in the language. Special emphasis on the problems encountered by the singer. Offered fall semester of even years.

EDUC 177 French Diction for Singers (1 credit)

An introduction to French pronunciation, utilizing the International Phonetic Alphabet. A guide to the use of the dictionary in the language. Special emphasis on the problems encountered by the singer. Offered fall semester of even years.

EDUC 207 Early Elementary Music Methods (Pre K-2) (3 credits)

Contemporary music pedagogy for children in pre-Kindergarten through Grade 2. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to Grades Pre K-2 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: soprano recorder and dulcimer. Offered spring semester of odd numbered years. Taken concurrently with MUSC 341.

EDUC 210 Education's Place in Society and Field Experience (4 credits)

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 experience.

Prerequisite: Sophomore standing

EDUC 211 Field Experience I: Exploration (1 credit)

Typically taken as an integrated component of EDUC 210, EDUC 211 is designed for persons who transfer into the program and have taken a foundations course but not a field experience. The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The first field experience is a 30-hour guided, reflective, in-school field experience that provides an opportunity for beginning teacher education candidates to explore schools, education, and teaching as well as their own motivation for choosing the profession of teaching. This field experience focuses on questions which begin a general exploration of the profession: What is a good school? What is a good education? What is good teaching? What filters and assumptions do I use in making these determinations? How can I maximize this opportunity to help me develop as a professional?

Prerequisite: Permission of the Director of Clinical Experiences

EDUC 212 Human Relations and Multicultural Education (4 credits)

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

EDUC 218 Teaching Techniques for the Brass Family (2 credits)

This course will acquaint the prospective music teacher with the basic knowledge and skills of performance pedagogy of brass instruments which include proper embouchure, tone production, intonation, breathing, articulation, posture, and fingering patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments, mouthpieces, and other equipment appropriate for elementary and secondary instrumental pupils. Offered fall semester of odd years.

EDUC 220 Teaching Techniques for Percussion Family (2 credits)

This course will acquaint the prospective instrumental music teacher with the basic knowledge and skills of performance pedagogy of percussion instruments which include proper technique, tone production, intonation, articulation, posture, and patterns. Students will become familiar with the construction and operation of these instruments

and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments and other equipment appropriate for elementary and secondary instrumental pupils. Offered fall semester of even years.

EDUC 221 Teaching Techniques for the Woodwind Family (2 credits)

This course will acquaint the prospective instrumental music teacher with the basic knowledge and skills of performance pedagogy of woodwind instruments that include proper embouchure, tone production, intonation, breathing, articulation, posture, and fingering patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments, mouthpieces, and other equipment appropriate for elementary and secondary instrumental pupils. Offered spring semester of even years.

EDUC 295, 296 Topics (2 credits)

EDUC 297, 298 Topics (4 credits)

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

EDUC 307 Intermediate Elementary Music Methods (Grades 3-5) (3 credits)

Contemporary music pedagogy for children in Grades 3-5. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to Grades 3-5 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: autoharp; pitched and unpitched percussion. Offered fall semester of odd numbered years.

Prerequisites: EDUC 207 and MUSC 341; concurrent registration with EDUC 383

EDUC 308 Pedagogy and Literature for Music Performers I (2 credits)

Cross-listed with MUSC 308:

Section 1: Voice

Section 2: Keyboard

Section 3: Guitar

Section 4: Winds/Percussion/Brass

All 4 sections will meet concurrently.

This class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for section numbers that correspond with primary area of performance.

EDUC 309 Pedagogy and Literature for Music Performers II (2 credits)

Cross-listed with MUSC 309:

Section 1: Voice

Section 2: Keyboard

Section 3: Guitar

Section 4: Winds/Percussion/Brass

All 4 sections will meet concurrently.

A continuation of Pedagogy and Literature for Music Performers I, this class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for section numbers that correspond with primary area of performance.

Prerequisite: EDUC 308/MUSC 308

EDUC 314 Secondary Music Methods (Grades 6-12) (3 credits)

Contemporary music pedagogy for children in Grades 6-8. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to Grades 6-8 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: guitar, small ensembles, beginning arranging. Offered spring semester of even numbered years.

EDUC 324 Teaching Techniques for the String Family (2 credits)

This course will acquaint the prospective instrumental music teacher with the basic knowledge and skills of performance pedagogy of string instruments which include proper technique, tone production, intonation, articulation, posture, and patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning,

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intermediate, and advance levels of students. Students will learn how to select instruments and other equipment appropriate for elementary and secondary instrumental pupils. Offered spring semester of odd years.

EDUC 330 Psychology for Teaching and Learning (4 credits)

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: EDUC 210 and concurrent registration with 332

EDUC 332 Field Experience II: Learning & Teaching (0 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The second formal field experience is a supervised 30-hour guided, reflective, in-school field experience that focuses on questions involving the exploration of learning and teaching: Who are the learners and how do they learn? In what ways are they diverse? What general approaches can I use to meet each learner's needs? How can I maximize this opportunity to help me develop as a professional?

Prerequisite: EDUC 210 and concurrent registration with EDUC 330

EDUC 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: EDUC 210

EDUC 350 Language Development, Literacy, and Literature I (4 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: EDUC 210 and 212

EDUC 355 Reading for the 5-12 Teacher (4 credits)

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.

EDUC 362 Vocal Pedagogy for Singers (1-2 credits)

Study of the physical structure of the vocal mechanism. Development of teaching techniques to promote life-long healthy singing, including appropriate vocal exercises and choral and solo repertoire; Special attention to unchanged child voice, adolescent changing voice, and adult singer. Offered fall semester of odd years.

EDUC 370 Language Development, Literacy, and Literature II (4 credits)

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: EDUC 210, 212, 330, 332 and 350; unconditional admission to the teacher education program; concurrent registration with EDUC 371, 372, 373, 374, and 383; and permission of Chair

EDUC 371 Teaching Mathematics and Technology (4 credits)

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: EDUC 210, 212, 330, 332 and 350; MATH 100 and 121; unconditional admission to the teacher education program; concurrent registration with 370, 372, 373, 374, and 383; and permission of Chair

EDUC 372 Teaching Science and Healthy, Active Living (4 credits)

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: EDUC 210, 212, 330, 332 and 350; unconditional admission to the teacher education program; concurrent registration with EDUC 370, 371, 373, 374, and 383; and permission of Chair

EDUC 373 Teaching Social Studies and Fine Arts (4 credits)

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: EDUC 210, 212, 330, 332 and 350; unconditional admission to the teacher education program; concurrent registration with EDUC 370, 371, 372, 374, and 383; and permission of Chair

EDUC 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: EDUC 210, 212, 330, 332 and 350; unconditional admission to the teacher education program; concurrent registration with EDUC 370, 371, 372, 373, and 383

- 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)

EDUC 380 Curriculum and Methods for Specific Discipline (K-12) (4 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 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.

Prerequisites: EDUC 210, 212, 330; unconditional admission to the teacher education program; concurrent registration with EDUC 383

EDUC 381 Curriculum and Instruction for Specific Discipline (5-12) (4 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 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.

Prerequisites: EDUC 210, 212, 330; unconditional admission to the teacher education program; concurrent registration with EDUC 383

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

EDUC 383 Field Experience III: Curriculum & Instruction (0 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional?

Prerequisite: EDUC 330 and concurrent registration with one of PHED 304, EDUC 307, 370, 371, 372, 373, 374, 380 or 381

EDUC 418 Choral/Instrumental Music Methods (2 credits)

Contemporary music pedagogy for children in Grades 9-12. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles,

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developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to Grades 9-12 music curricula. Emphasis on artistic teaching. Instrument lab meets one hr. per week: electronic applications, advanced arranging, non-traditional ensembles. Offered fall semester of even years.

EDUC 424 Instrument Techniques for Vocal Music Educators (2 credits)

This course will acquaint the prospective choral music teacher with the basic knowledge and skills of performance pedagogy of woodwind, brass, percussion and string instruments which include proper embouchure, tone production, intonation, breathing, articulation, posture, bowing and fingering patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments, mouthpieces, and other equipment appropriate for elementary and secondary instrumental pupils. Offered fall semester of even years.

EDUC 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; and concurrent registration in EDUC 460 or 463

EDUC 460 Clinical Practice: Student Teaching and Seminar (10 credits)

As the culminating experience of the teacher licensure program, clinical practice (student teaching) provides the opportunity for candidates to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars assist candidates to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Clinical practice, along with the accompanying seminars and the final components of EDUC 456, is a full-time, full-semester commitment under the supervision of university and school-based professionals.

Prerequisites: Senior status; unconditional admission to the teacher education program; satisfactory completion of all education courses in Blocks 1, 2, and 3; plus satisfactory completion of all licensure-related content courses; plus admission to clinical practice, and concurrent registration with EDUC 456.

01 (K-8)

02 (5-12)

03 (K-12)

EDUC 463 Clinical Practice: Student Teaching and Seminar Dual License (12 credits)

This clinical practice section is intended for candidates 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, clinical practice 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. Clinical practice 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 1, 2, and 3, plus unconditional admission to the teacher education program, plus admission to clinical practice, senior status; concurrent registration with EDUC 456

EDUC 483, 484 Seminar (2 credits)

EDUC 485, 486 Seminar (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

EDUC 487, 488 Topics (2 credits)

EDUC 489, 490 Topics (4 credits)

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

EDUC 491, 492 Research (2 credits)

EDUC 493, 494 Research (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

EDUC 495, 496 Individual Study (2 credits)

EDUC 497, 498 Individual Study (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

Science and Mathematics for Elementary Education (SMEE)**SMEE 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.

SMEE 182 Science Seminar (0 credit)

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

SMEE 359 Integrated Studies in Science and Mathematics (4 credits)

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, CISC 120, GEOL 111 (or 110 or 113 or 114 or 115), MATH 100 and 121, PHYS 101. (In certain cases, permission of the SMEE Director may allow a substitution.)

Special Education (SPUG)

Ryan (chair), Melloy, Vandercook, Wolfe

SPUG 405 Basic Skills Instruction: Mild/Moderate Handicaps (4 credits) (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

SPUG 414 Collaboration Skills for School Professionals (4 credits) (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.

SPUG 450 Survey of Exceptionality (4 credits) (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.

SPUG 452 Fundamentals of Emotional and Behavioral Disorders (4 credits) (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.

SPUG 453 Fundamentals of Developmental Disabilities (4 credits) (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.

SPUG 478 Fundamentals of Preschoolers (4 credits) (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.

SPUG 485 Behavior Management (4 credits) (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.

SPUG 486 Fundamentals of Learning Disabilities (4 credits) (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.