

EDUCATION

Faculty and Staff

Teri J. Langlie, chair

Tyler J. Carlson

Kristen M. Ford

Cassandra L. Glynn

Loralee Meier, Assessment and Field Placement Coordinator

Stephanie Nelson, Office Manager

Darrell W. Stolle

Sara B. Vinje

Anne B. Walker

Interdisciplinary teaching programs are overseen by committees of faculty representing each of the departments involved:

Communication Arts/Literature Teaching Programs

Teri J. Langlie, committee chair

Aileen L.S. Buslig

Science Teaching Programs

Darrell W. Stolle, committee chair

Pamela S. Mork

Krys Strand

Social Studies Teaching Programs

Teri J. Langlie, committee chair

Mona M. Ibrahim

Ronald G. Twedt

The commitment of the department of education is to inspire passionate and professional educators who are called to teach and dedicated to influencing the affairs of the world by providing inclusive and exceptional education to students in kindergarten through twelfth grade. In working to become a professional educator, students will develop knowledge and skills in the areas of child/adolescent learning and development, pedagogical content knowledge, classroom management, and classroom ecology all within the context of a high quality liberal arts education. The teacher education program is guided by firm commitment to the idea of service to others, and provides many opportunities for students to serve children and adolescents while simultaneously developing and fine-tuning teaching skills during clinical field experiences which occur during each phase of the program. More specifically, the education department provides learning experiences that prepare students to achieve the following learning outcomes:

- understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students
- understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills

- use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
- be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals
- understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student
- be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community and actively seeks out opportunities for professional growth
- be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being

Teacher Licensure in Minnesota

The Teacher Education Program at Concordia College maintains approval through the Minnesota Professional Educator Licensing and Standards Board (PELSB). Each major or add-on endorsement in education prepares students to meet the PELSB requirements for a Tier 3 license in a particular area of licensure. Each program of study includes coursework, field experiences, completion of the edTPA (state-required performance assessment), and selected other requirements. In addition, students must also demonstrate dispositions established by the department. Upon completion of requirements for licensure, a student may begin the application process for a Tier 3 license, and as part of that application, the Department of Education will complete a section verifying completion of an approved teacher preparation program.

Teacher Licensure in Other States

Requirements for licensure in states other than Minnesota may vary from state to state. Students interested in teacher licensure in other states should contact the Career Center, visit Concordia's department of education website, or talk with the chair of the department of education.

Technology Requirements in Teacher Education

In December 2016, the U.S. Department of Education made this statement with regard to professional educators:

"Our students deserve to have teachers, including novice teachers, who are fully prepared to meet their needs. In today's technology rich world, that means educators need to be prepared to meaningfully incorporate technology into their practice immediately upon entering the classroom. Our nation's motivated and committed pre-service teachers deserve to be trained by faculty using technology in transformative ways that thoughtfully support and measure learning gains." (USDoe Advancing Educational Technology in Teacher Preparation: Policy Brief)

To address this imperative, students in the teacher education program will find that a personal computer and smartphone are useful, not only in completing course requirements but also in learning how to use them effectively in their teaching practice.

Clinical Field Experiences

One of the distinguishing features of the teacher education program is the close relationship the department has with area schools. Our students are welcomed into classrooms in both public and private schools throughout the Fargo-Moorhead area, and have multiple opportunities to practice the knowledge and skills being taught in their classes in a developmentally appropriate and supportive environment. These opportunities are embedded within several of your courses during each semester of your program of study and are explained below.

Clinical Experiences in Teacher Education

Students in teacher education have at least four field experiences during their undergraduate preparation at Concordia College. The focus of each experience varies from observing and assisting to planning and teaching. Due to changing requirements established by the Minnesota Professional Educator Licensing and Standards Board (PELSB), clinical hours are subject to occasional change.

Note:

- To enroll in EDUC 212 American Education in a Diverse World, students must have a GPA of at least 2.00. All other education courses (with the exception of EDUC 330 Comparative Education: A Policy Perspective) **require** students to have a cumulative GPA of at least 2.75. Students not meeting GPA requirements may appeal to the department's Student Review Committee.
- Students are required to purchase professional liability insurance for each academic year when clinical experiences take place. (Approximately \$38/year)
- Students are required to complete (and pass) criminal background checks before spending any time in clinicals. The initial background check will be paid for by Concordia College. (Some districts will require additional, more thorough background checks. If necessary, those costs will be covered by the student.)

All Education Majors

- EDUC 212 American Education in a Diverse World (Offered both semesters. Usually taken sophomore or junior year.)

Each student is assigned to a teacher in an area school for a 35-hour clinical experience. The primary purpose of this clinical is to introduce students to the actual practices of a classroom teacher. Additionally, it is the goal of this course to place each student in an environment offering diversity in the areas of race, ethnicity, home language, socioeconomic status, and a range of exceptionalities. The majority of students are placed in ELL (English Language Learners) classrooms. In addition to competent performance on the course itself (B- or better), the student must successfully complete this early field experience to be admitted into the education program. Students are required to purchase Student Learning and Licensure software for EDUC 212 American Education in a Diverse World which will also be used for all other education courses and clinical experiences.

It is strongly recommended that students enroll in EDUC 212 American Education in a Diverse World and PSYC 212 Educational Psychology during the same semester.

Elementary Education Majors

Code	Title	Hours
EDUC 332	Teaching in the K-6 Classroom	2
EDUC 333	Communication Arts in the K-6/Middle Classroom	4
EDUC 334	Mathematics in the K-6/Middle Classroom	4
EDUC 336	Social Studies in the K-6/Middle Classroom	4
EDUC 337	Science in the K-3 Classroom	2
EDUC 338	Science in the 4-8 Classroom (Offered both semesters. Usually taken during junior or senior year.)	1

Note: These courses comprise the entire semester and students are generally not permitted to enroll in additional courses, with the exception of music ensembles.

This is an intensive combination of mathematics, science, social studies, and communication arts methods instruction that also includes an advanced course on lesson planning techniques. The elementary methods sequence of courses also requires a significant clinical experience. During this clinical experience, each elementary methods student is assigned to a classroom for a four-week period of time during which they are responsible to plan and teach one lesson per day. The purpose of this experience is practical application of the theories presented to them in their methods courses. The students remain with the teachers all day, during which time they are able to further develop their classroom management skills and knowledge base of students and schools in general.

EDUC 318 Foundations of Literacy (Offered spring semester. Usually taken during sophomore or junior year.)

This is required of all elementary education majors to study and learn the foundations of literacy processes, how literacy is developed in children, and recognize the use of assessment to understand typical and struggling readers. This course includes a 15-hour early literacy clinical experience in a preK-3rd grade classroom with a requirement to tutor emergent readers.

EDUC 359 Kindergarten Education (Offered spring semester. Usually taken during sophomore or junior year.)

This is required of all elementary education majors and includes a 15-hour kindergarten clinical experience. Students are assigned to an area kindergarten classroom where they lead activities or games, help with projects, and observe students in this age group. It is also hoped that students will lead a small group literacy lesson and a small group math lesson. The purpose of the clinical is to develop a greater understanding of the physical, emotional, and social development of the 5- and 6-year-old child.

Secondary/K-12 Education Majors

EDUC 221 Teaching in the Middle School (Offered both semesters, required for secondary and K-12 education majors, and for elementary education majors seeking middle level endorsement. Usually taken sophomore or junior year.) This course requires a 15-hour clinical experience. Each student is assigned to a teacher at an area middle school (grades 6-8) in the student's major or endorsement content area. Students assist the classroom teacher, work with small groups of students, and learn about the "middle school concept" and interdisciplinary teams at the middle school.

Note: These courses are designed to be taken concurrently, during the junior or senior year:

- EDUC 352 Technology, Instruction & Ecology of the Secondary Classroom (Offered both semesters.)
- Secondary Content (Special) Methods (see courses and semester offered listed below)
- EDUC 420 Knowledge, Literacy and Inquiry (Offered both semesters)

K-12 Licensure Programs

Art Education Majors (K-12)

- EDUC 371 Methods of Teaching in Art: Elementary and Secondary (Fall semester/every other year or as needed)

Music Education Majors (K-12)

- EDUC 211 Methods of Teaching General Music (Spring semester only)
- EDUC 392 Methods of Teaching Instrumental Music (Fall semester only)

Physical Education Majors (K-12)

- EDUC 321 Methods of Teaching in PE (Every other year)

World Language Education Majors (K-12)

- EDUC 362 Secondary Methods of Teaching in World Languages (Every other Fall semester only)
- EDUC 363 FLES Methods of Teaching (Spring semester only)

5-12 Licensure Programs

English/Comm Arts Education Majors (5-12)

- EDUC 376 Methods of Teaching in English (Spring semester only)
- EDUC 394 Methods of Teaching in Communication Studies (Spring semester only)

Health Education Majors (5-12)

- EDUC 386 Health Methods of Teaching (Every other year)

Mathematics Education Majors (5-12)

- EDUC 384 Methods of Teaching in Mathematics (Spring semester only)

Social Studies Education Majors (5-12)

- EDUC 379 Methods of Teaching in Social Studies (Fall semester/every other year or as needed)

9-12 Licensure Program

Science Education Majors (9-12)

- EDUC 372 Methods of Teaching in Science (Fall semester/every other year or as needed)

During this clinical experience, the students spend 50 hours with a teacher in their content area. Clinical students will observe, tutor, and assist with classroom projects, as well as plan and teach lessons under the guidance of the classroom teacher.

Student Teaching: All Education Majors

This capstone experience of our program is a 12-week, full-day experience that is completed during the senior year (fall or spring semester). During this assignment, students gradually assume responsibility for planning, instruction, and classroom management. Goals of this experience include practicing teaching methods, planning instruction, evaluating pupils' work, and participating in the daily professional activities of the teacher.

The student is required to take full responsibility for the classroom for a **minimum of ten consecutive days**.

Some Specific Information About Student Teaching

- Student teaching is at least a 12-week assignment. Placements for student teaching are generally made within the Fargo-Moorhead area but may be made outside the Fargo-Moorhead area if necessary. (Students who wish to pursue student teaching out-of-area are encouraged to speak to the field experience coordinator one year in advance of their student teaching semester.)
- Placements are made by the field experience coordinator and are dependent upon availability of sites.
- Students seeking dual licensure (e.g. Health and PE) or a middle-level endorsement will be required to student teach 14 weeks.
- All students must be supervised by Concordia College faculty or adjunct faculty during their student teaching experience.
- Students are responsible for their own transportation and living expenses, tuition and honoraria for the classroom teacher(s).
- The student teaching experience is evaluated by the student, the classroom teacher and the college supervisor. Student teachers are evaluated by the criteria published in the Student Teaching Handbook (available during EDUC 399 Orientation to Student Teaching).
- The college supervisor is ultimately responsible for assigning the grade for student teaching. Additional policies regarding student teaching are also identified in the Student Teaching Handbook.
- At the end of student teaching, you will complete the edTPA, a requirement of the state of Minnesota.
 - The edTPA is a subject-specific portfolio assessment that demonstrates your readiness for teaching. It is scored by Pearson Evaluation Systems. The cost of this assessment is \$300.
 - The edTPA is comprised of three tasks: the planning task, the instructing and engaging task, and the assessment task. You will collect artifacts of student work and video recordings of actual lessons to include in the assessment. The amount of time required to complete the edTPA is extensive.

For approval to student teach, students must:

1. Be admitted to the teacher education program;
2. Have current professional liability insurance;
3. Retain at least 2.75 cumulative GPA and a 2.75 GPA in the majors/add-on endorsement in which they wish to teach. The elementary education major GPA will be computed on the courses with an education prefix (EDUC) that are required in the elementary education program. The major GPA in secondary/K-12 programs consists of the subject-area courses listed in the catalog for the teaching major and the relevant methods of teaching course(s);
4. Have no grades of F or I in education or other methods of teaching courses;
5. Successfully complete sophomore- and junior-level clinical experiences with positive recommendations from college and classroom supervisors;
6. Be approved by each department in which they have a teaching major;
7. Achieve senior status;

8. Successfully complete EDUC 399 Orientation to Student Teaching; and
9. Pass all departmental proficiency and/or participation requirements.

Students must be enrolled in EDUC 399 Orientation to Student Teaching the semester before they plan to student teach. While students are enrolled in EDUC 399 Orientation to Student Teaching, the field placement coordinator conducts the departmental approval for each prospective student and informs the students of the decision to admit or not admit them for student teaching.

Student teaching is at least a 12-week assignment. Placements for student teaching are generally made within the Fargo-Moorhead area but qualified candidates (students with a 3.0 GPA and recommendations from the methods faculty) may be allowed to student teach outside the Fargo-Moorhead area. Students are not allowed to student teach in a school they attended. All assignments are made by the department of education's field placement coordinator and are dependent upon availability of sites. See the field placement coordinator for additional information about alternative student teaching placements, including global student teaching.

Students may teach in no more than two levels or two subjects during one student teaching assignment. All students must be supervised by Concordia College faculty or adjunct faculty during their student teaching experience. Students may complete additional student teaching experiences at another grade level, in another subject area, at a site providing a different cultural experience, or at an alternative education facility. Students are responsible for their own transportation and living expenses, tuition and honoraria for the classroom teacher(s).

The student teaching experience is evaluated by the student, the classroom teacher and the college supervisor. Student teachers are evaluated by the criteria published in "Concordia College Student Teaching Handbook: A Resource for Student Teaching." The college supervisor is ultimately responsible for assigning the grade for student teaching. Additional policies regarding student teaching are also identified in the student teaching handbook.

Completion of Concordia's Teacher Preparation Program

Verification of completion of Concordia's Teacher Preparation Program requires the following:

1. Meet all criteria for admission to and retention in the teacher education program;
2. Successfully complete appropriate clinical and student teaching experiences.
 - a. Elementary education students must have field experiences at both primary and middle school grade levels.
 - b. Secondary education students must have field experiences at both middle school and senior high levels,
 - c. K-12 students must have field experiences at the elementary, middle school and secondary levels.
 - d. Secondary education students must student teach in each content area in which they wish to be licensed;
3. Satisfactory completion of edTPA;
4. Successfully complete all courses in their teaching major;
5. Attain an overall GPA of at least 2.75 and major/add-on endorsement GPA of at least 2.75

Programs Offered

Majors

- Art Education Major (<https://catalog.concordiacollege.edu/arts-sciences/art/art-education-major/>)
- Communication Studies Major with Communication Arts/Literature Education (<https://catalog.concordiacollege.edu/arts-sciences/communication-studies-theatre-art/communication-studies-major-communication-arts-literature-education/>)
- Education Major (<https://catalog.concordiacollege.edu/arts-sciences/education/education-major/>)
- Elementary Education Major (<https://catalog.concordiacollege.edu/arts-sciences/education/elementary-education-major/>)
- English Major with Communication Arts/Literature Education (<https://catalog.concordiacollege.edu/arts-sciences/english/english-major-communication-arts-literature-education/>)
- Health Education Major (<https://catalog.concordiacollege.edu/arts-sciences/education/health-education-major/>)
- Music Education Major (Bachelor of Music) (<https://catalog.concordiacollege.edu/arts-sciences/music/music-education-major-bm/>)
- Music Major - K-12 Music Education (Bachelor of Arts) (<https://catalog.concordiacollege.edu/arts-sciences/music/music-major-k-12-music-education-ba/>)
- Physical Education Major (<https://catalog.concordiacollege.edu/arts-sciences/education/physical-education-major/>)
- Social Studies Education (<https://catalog.concordiacollege.edu/arts-sciences/social-studies-education/>)
- Teaching English to Speakers of Other Languages (TESOL) Major (<https://catalog.concordiacollege.edu/arts-sciences/education/teaching-english-speakers-languages-major/>)

Minors

- Coaching Minor (<https://catalog.concordiacollege.edu/arts-sciences/education/coaching-minor/>)
- Teaching English to Speakers of Other Languages (TESOL) Minor (<https://catalog.concordiacollege.edu/arts-sciences/education/tesol-minor/>)

The following licensure areas require a double major, meaning students will earn a major in K-12/Secondary Education (35 to 39 credits) and a major within the content area in which one will teach:

- Majors in Biology (<https://catalog.concordiacollege.edu/arts-sciences/biology/biology-major/>) and Education (44 credits in biology plus 35 credits in education)
- Majors in Chemistry (<https://catalog.concordiacollege.edu/arts-sciences/chemistry/chemistry-major/>) and Education (46 credits in chemistry plus 35 credits in education)
- Majors in Chinese (<https://catalog.concordiacollege.edu/arts-sciences/world-languages-cultures/chinese-major/>) and Education (32 credits in Chinese plus 39 credits in education)
- Majors in French (<https://catalog.concordiacollege.edu/arts-sciences/world-languages-cultures/french-major/>) and Education (32 credits in French plus 39 credits in education)
- Majors in German (<https://catalog.concordiacollege.edu/arts-sciences/world-languages-cultures/german-major/>) and Education (32 credits in German plus 39 credits in education)

- Majors in Mathematics (<https://catalog.concordiacollege.edu/arts-sciences/mathematics/mathematics-major/>) and Education (42 credits in Math plus 35 credits in education)
- Majors in Physics (<https://catalog.concordiacollege.edu/arts-sciences/physics/physics-major/>) and Education (56 credits in Physics plus 35 credits in education)
- Majors in Spanish (<https://catalog.concordiacollege.edu/arts-sciences/world-languages-cultures/spanish-major/>) and Education (32 credits in Spanish above SPAN 311 plus 39 credits in education)

For more information, refer to the course descriptions for these programs in the specific department pages of the catalog.

Graduate Programs

The department of education also offers the following graduate programs:

- Master of Education in World Language Instruction (<https://catalog.concordiacollege.edu/graduate-academic-community/masters-degree-programs/world-language-instruction-med/>)
- Master of Education with a concentration in Teaching and Learning (<https://catalog.concordiacollege.edu/graduate-academic-community/masters-degree-programs/teaching-learning-med/>)
- Master of Education with a concentration in Health and Physical Education (<https://catalog.concordiacollege.edu/arts-sciences/education/concordiacontinuingstudies.com/graduate-accelerated-post-bacc/health-pe-concentration/>)
- Graduate Certificate in [Language] (<https://catalog.concordiacollege.edu/graduate-academic-community/graduate-certificate-programs/language-graduate-certificate/>)*

**[Language] will be changed to indicate the specific language in which the certificate is received (i.e. Spanish).*

Honors Program

All students majoring in elementary education or obtaining licensure in secondary/K-12 education are eligible for the Honors Program in the Department of Education. This program is designed for highly-qualified teacher education students who wish to further their knowledge of the teaching and learning process through research.

Students accepted into the Honors Program will, under the supervision of a Department of Education faculty member, design and conduct a research project in a school setting. This project may be done in conjunction with the student teaching experience. Students in the Honors Program will write a formal paper, describing the research project and its implications for educators. Students will showcase their research and give a poster presentation at the COSS event in the student's final year. The paper will be stored in the departmental archives. Students successfully completing honors projects will receive recognition and be given an Honors cord to wear at graduation.

In order to apply for the departmental Honors Program, interested students must:

1. have completed all 300-level Education Methods coursework,
2. possess a minimum overall GPA of 3.5,
3. possess a GPA of 3.8 or higher in their major, and

4. be recommended for honors work by a faculty member from the Department of Education.

The application for the Honors Program should contain a description of the proposed research project, a tentative timeline for completion of the project, and must contain the name and signature of the faculty member supervising the project. This application should be submitted to the chair of the Department of Education no later than April 15 of the student's junior year. Decisions regarding acceptance into the Honors Program will be made by May 1.

Students accepted into the Honors Program will be eligible for one course of EDUC 480 (<https://catalog.concordiacollege.edu/search/?P=EDUC%20480>) Independent Study. The instructor for this course will be the faculty supervisor for the student's project. This course may be taken in the summer before the senior year or may be taken as part of the normal class load during the senior year. (Enrolling in the summer will necessitate paying the normal summer school tuition for one course.)

We also encourage senior students with a GPA of 3.5 or higher to apply for membership in Pi Lambda Theta, an international honor society and professional association in education.

For further information regarding the application procedures and possible projects, make an appointment with a faculty member in the Department of Education.

Teacher Education Program Admission and Retention Policies

Policies for admission to the teacher education program, retention in the program, admission to student teaching, and criteria for teaching licensure are described in this section. The Teacher Education Appeal Board serves as the appeal board for any adverse action in the admission and retention of students in the teacher education programs. Students must make a request in writing to the chair of the department of education for a hearing before the Teacher Education Appeal Board.

For admission to the teacher education program, students must:

1. Possess a GPA of 2.75.
2. Complete EDUC 212 American Education in a Diverse World with a grade of B- or higher or transfer an equivalent course; students are required to purchase Student Learning and Licensure software during this course. Students who transfer an equivalent course to Concordia's teacher education program must also have a B- in the equivalent course, and may be required to do additional field experience work equivalent to what is described in #3 below.
3. Complete a clinical experience, receiving a favorable teacher evaluation, as part of EDUC 212 American Education in a Diverse World or provide evidence of completing a clinical experience under the supervision of another higher education institution. Students are required to have professional liability insurance and pass a background check in order to be placed in a clinical field experience;
4. Complete and submit an admission application to the teacher education program within Student Learning and Licensure. The application includes an essay component that must meet the criteria listed in the writing and content guidelines of the department of education;
5. Declare an education major; and
6. Receive favorable recommendation from the EDUC 212 American Education in a Diverse World instructor. The criteria include:

- a. Oral and written communication skills;
- b. Knowledge of teaching as a discipline;
- c. Interest in and attitude toward the teaching profession; and
- d. Responsibility, to include attendance, punctuality, due dates met, and other dispositions.

If students transfer credit for EDUC 212 American Education in a Diverse World, they may be recommended by a faculty member in the department of education.

Students submit application materials within Student Learning and Licensure, which will be reviewed by the instructor of EDUC 212 American Education in a Diverse World and recommended to the department chair. Students who are not admitted may not register for additional education courses without approval of the Department of Education Student Review Committee (SRC). Students who are not admitted to the teacher education program will be advised to seek academic assistance.

Expectations for Students Admitted to the Program

Students must maintain a 2.75 GPA while in the Teacher Education program. Students whose GPA falls below 2.75 will be referred to the Student Review Committee.

Students in the Teacher Education Program are expected to demonstrate the following;

- 1. Professional Conduct and Ethical Behavior
- 2. Scholastic Achievement

Student Review Committee & Procedures for Addressing Scholastic or Behavior Concerns

The Student Review Committee’s purpose is to support and monitor students who are not meeting one or more requirements of admission or retention in the Teacher Education program. The committee is comprised of Department of Education faculty members whose role it is to mentor and guide students to successful completion of the Teacher Education program, or in some cases, to help guide students to alternative careers than teaching.

If there are concerns regarding professional behaviors or scholastic performance, any faculty member may choose to submit a SRC Referral Form to the chair of the Student Review Committee.

Student progress is monitored by the department’s SRC following the end of each semester and as referrals are made throughout the semester. Confirmation of the required GPA and admission to the program is conducted by the SRC. Student progress in writing and speaking skills, professional knowledge both in course assignments and in clinical settings is assessed by faculty. Recommendation of appropriate assistance will be offered to students who have not attained sufficient levels of achievement by faculty and when appropriate, by the SRC.

Teacher Education Appeals Board & Process for Appealing Departmental Decisions

The Teacher Education Appeal Board serves as the appeal board for any adverse action in the admission and retention of students in the teacher education programs, including decisions rendered by the Department of Education Chairperson, the Student Review Committee or the Department of Education.

To appeal a decision by a faculty member, the Department of Education Chairperson, the Student Review Committee, or the Department,

candidates must make a request in writing to the Chairperson of the Department of Education for review by the Teacher Education Appeal and Review Board. The purpose of the Appeals Board is to determine whether or not principles of ‘due process’ were followed in reaching the conclusion being appealed, not to change or overturn the decision. For more information, please refer to the Department of Education Student Handbook that will be distributed with each education course.

Add-on Endorsement Options for Education Majors

K-8 World Language and Culture Endorsement License

Students majoring in elementary education have the option of completing an add-on endorsement in one of three world languages. Each add-on endorsement program prepares students to be recommended for licensure in that world language in grades K-8. Each add-on endorsement requires a separate application for licensure. All students must attain the intermediate-high level of oral proficiency.

World Languages – French requires 26 to 28 credits:

Code	Title	Hours
FREN 211	Intercultural Connections in French I	4
FREN 212	Intercultural Connections in French II	4
FREN 250	Pre-May Seminar: Francophone World	2-4
or FREN 255	Pre-Study Abroad: France	
FREN 311	Intensive Oral and Written Communication	4
FREN 331	French Culture and Civilization	4
FREN 340	French Phonetics and Other Linguistics Issues	2
EDUC 221	Teaching in the Middle School	2
EDUC 363	FLES Methods of Teaching	4
Total Hours		26-28

World Languages – German requires 26 credits:

Code	Title	Hours
GER 211	Intercultural Connections in German I	4
GER 212	Intercultural Connections in German II	4
GER 311	Advanced Composition and Style	4
GER 320	German Cultural History in Overview	4
GER 330	Introduction to German Literature and Film	4
EDUC 221	Teaching in the Middle School	2
EDUC 363	FLES Methods of Teaching	4
Total Hours		26

World Languages – Spanish requires 26 credits:

Code	Title	Hours
Prerequisite		
SPAN 211	Intercultural Connections in Spanish I (or placement at a higher level) ¹	4
Required Courses		
SPAN 212	Intercultural Connections in Spanish II	4
SPAN 311	Spanish Composition & Grammar	4
SPAN 312	Conversation and Film in the Hispanic World	4
SPAN 343	The Culture of Spain	4
or SPAN 344	Latin American Historical and Cultural Perspectives	

EDUC 221	Teaching in the Middle School	2
EDUC 363	FLES Methods of Teaching	4
Total Hours		26

¹ Students who place at 212 or the 300 level may complete the endorsement in fewer than 26 credits.

Middle Level Endorsement in Core Content Areas

Education majors who complete an endorsement in one of the core content areas (math, communication arts and literature, social studies and science) are eligible to be recommended for licensure in that content area. MN Professional Educator Licensing and Standards Board (PELSB) requires that students seeking endorsement for core content areas complete a 14-week student teaching experience with two of the weeks assigned to a classroom within the scope and content of the endorsement being sought. Students may complete multiple endorsements.

Communication Arts/Literature 5-8 Endorsement requires 32 credits:

Code	Title	Hours
COM 110	Communicating to Engage	4
COM 207	Oral Interpretation	4
ENG 150	Literature, Self, and Society	4
or ENG 160	Global Literature and Human Experience	
ENG 227	Foundations in Creative Writing	4
or ENG 315	English Language, Historical and Analytical	
Select one of the following:		4
ENG 365	Writing of Women	
ENG 401	Shakespeare and the English Renaissance	
ENG 410	Individual Author	
ENG 441	Theory and Practice of Criticism	
EDUC 221	Teaching in the Middle School	2
EDUC 376	Methods of Teaching in English	4
EDUC 420	Knowledge, Literacy and Inquiry	2
EDUC 489	Student Teaching: Middle Level	4
Total Hours		32

Mathematics 5-8 Endorsement requires 32 credits:

Code	Title	Hours
MATH 102	Fundamental Concepts of Modern Mathematics	4
MATH 121	Calculus I	4
MATH 207	Discrete Mathematics	4
MATH 215	Introduction to Probability and Statistics	2
MATH 220	Introduction to Geometry Concepts	2
4 additional credits from mathematics or computer science		4
EDUC 221	Teaching in the Middle School	2
EDUC 384	Methods of Teaching in Mathematics	4
EDUC 420	Knowledge, Literacy and Inquiry	2
EDUC 489	Student Teaching: Middle Level	4
Total Hours		32

Science 5-8 Endorsement requires 36 credits. **Note: This endorsement is only for Elementary majors wishing to add a ML Science Endorsement.**

It is different than the General Science Endorsement which is meant only for Secondary Science majors.

Code	Title	Hours
BIOL 121	Cell Biology	4
BIOL 122	Evolution and Diversity	4
CHEM 117	Principles of Chemistry	4
ESC/PHYS 104	Introductory Astronomy: Solar System	4
ESC 302	Geology	4
SCIE 215	Physical Science	4
EDUC 221	Teaching in the Middle School	2
EDUC 372	Methods of Teaching in Science	4
EDUC 420	Knowledge, Literacy and Inquiry	2
EDUC 489	Student Teaching: Middle Level	4
Total Hours		36

Social Studies 5-8 Endorsement requires 32 credits:

Code	Title	Hours
Select 4 credits from the following history courses:		4
HIST 111	United States in Perspective to 1865	
HIST 112	United States in Perspective since 1865	
HIST 131	European History in Perspective to 1500	
HIST 132	European History in Perspective since 1500	
HIST 151	World in Perspective to 1500	
HIST 152	World in Perspective since 1500	
HIST 313	Black American History	
HIST 315	Indigenous Peoples of North America	
HIST 316	U.S. Women's History	
HIST 318	The Midwest: Local, State, and Regional Histories	
HIST 319	Colonial America	
PSC 211	U.S. Political System	4
GEOG 201	World Geography	4
BUS 201	Principles of Global Economics	4
4 additional credits from psychology, sociology, economics, history, geography or political science		4
EDUC 221	Teaching in the Middle School	2
EDUC 379	Methods of Teaching in Social Studies	4
EDUC 420	Knowledge, Literacy and Inquiry	2
EDUC 489	Student Teaching: Middle Level	4
Total Hours		32

Add-on Endorsement in General Science for Secondary Science Majors

Students majoring in biology, chemistry, or physics have the option of completing an add-on endorsement in General Science. This add-on endorsement program of study prepares students to be recommended for licensure in science in grades 5-8 in addition to their 9-12 license in biology, chemistry, or physics. This add-on endorsement requires a separate application for licensure. **Note: This endorsement is for secondary science majors only and differs from the ML Science Endorsement for Elementary Majors.**

General Science requires 32 credits:

Code	Title	Hours
BIOL 121	Cell Biology	4
BIOL 122	Evolution and Diversity	4
CHEM 127	General Chemistry I	4
CHEM 128	General Chemistry II	4
ESC 104	Introductory Astronomy: Solar System	4
ESC 302	Geology	4
Select one of the following		8
PHYS 111 & PHYS 112	General College Physics I and General College Physics II	
PHYS 128 & PHYS 211	Physics for Scientists and Engineers and Physics for Scientists and Engineers II	
Total Hours		32

Courses

EDUC 201 - Art Education: Elementary, 4 credits.

Designed to increase the student's understanding and appreciation of art and children's art through studio and other experiences, including painting, printing, ceramics, sculpture, drawing, visits to classrooms and local galleries, discussions, visual materials, criticism and appreciation. For elementary education majors only

Frequency: *Not offered on a Regular Basis*

Core designations: Arts R

EDUC 211 - Methods of Teaching General Music, 4 credits.

Students gain experience in planning and executing teaching strategies for elementary and secondary school classroom music based on philosophical and theoretical foundations of music education and the current practice of the teaching/learning processes in schools. Lessons and instructional materials are demonstrated and evaluated in class. Students will also begin to develop their own teacher identity. A clinical experience is included.

Frequency: *Every Semester*

EDUC 212 - American Education in a Diverse World, 4 credits.

This course explores historical, social, and philosophical contexts in American education. There will be a special emphasis on teaching in a diverse nation, and an educator's role in making proactive and positive changes in society. The course includes a 30-hour clinical in a setting that includes a diverse student population; students must purchase TK20 software for this course.

Frequency: *Every Semester*

Core designations: U.S. Cultural Diversity U

EDUC 221 - Teaching in the Middle School, 2 credits.

This course assists potential middle-level educators in developing the knowledge and skills necessary for middle-level teaching. A clinical in middle schools is included.

Frequency: *1st or 2nd Half - 1st Semester, 1st or 2nd Half - 2nd Semester*

EDUC 250 - Pre-May Seminar, 2 credits.

Frequency: *Not offered on a Regular Basis*

EDUC 300 - May Seminar, 4 credits.

Frequency: *May Seminar*

Prerequisites: EDUC 250

EDUC 318 - Foundations of Literacy, 2 credits.

Elementary education majors will study and learn the foundations of literacy processes, how literacy is developed in children, and recognize the use of assessment to understand typical and struggling readers. A 15-hour clinical experience in a preK-3rd grade classroom where they will tutor children in literacy is required.

Frequency: *Every Year - Second Semester*

EDUC 321 - Methods of Teaching in PE, 4 credits.

Prospective teachers are introduced to activities, materials and methods of instruction in physical education. Motor skill development, cognitive and affective domains are addressed. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Alternate Years - 1st Semester*

Corequisites: EDUC 352, PEAK 400

This course is PEAK Required

EDUC 322 - Children's Literature, 2 credits.

Included in this course is the study of literature for children grades K-6. The student examines the field from which selection is possible, the criteria for selecting children's books and effective practices for using literature with children. Elementary education majors given preference for enrollment.

Frequency: *Every Year - First Semester*

EDUC 330 - Comparative Education: A Policy Perspective, 4 credits.

This course introduces students to alternative approaches to elementary and secondary education by comparing schooling in the United States with schooling around the world. Emphasis is placed on the formation, causes and consequences of public policy in the educational systems studied. Open to all students. This course can also count toward the global studies program.

Frequency: *Every Semester*

Core designations: International-Global Prspct G, Social Science S

EDUC 332 - Teaching in the K-6 Classroom, 2 credits.

The prospective K-6 teacher studies technical aids and techniques that make learning more effective, and becomes competent in the use of a broad range of instructional media and technology. The principles and practices of educational testing are studied. Special attention is given to the testing responsibilities of the classroom teacher; to the criteria for selecting, administering and interpreting tests; and to the use of statistical methods. Classroom organizational patterns, classroom management and lesson planning are investigated. Inclusion issues and methodology are studied. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Every Year - First Semester*

Corequisites: EDUC 333, PEAK 400

This course is PEAK Required

EDUC 333 - Communication Arts in the K-6/Middle Classroom, 4 credits.

This course provides teacher candidates with a thorough background in current research, methods/strategies, and best practices in how to effectively teach communication arts (reading, writing, speaking, listening, drama, spelling and handwriting) to children in elementary school and how to integrate these arts into the curriculum. Incorporated into the course are field trips to elementary classrooms to observe exemplary practices of the teaching of writing and reading. The course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Every Year - First Semester

Corequisites: EDUC 332

EDUC 334 - Mathematics in the K-6/Middle Classroom, 4 credits.

This course provides prospective teachers with methods and resources for teaching mathematics in the elementary and middle school. This course presents teaching strategies for developing mathematical ideas in ways that lead students to learn to value mathematics, to reason mathematically, to communicate mathematically, become confident of their mathematical abilities, and become mathematical problem-solvers. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Every Year - Second Semester

Corequisites: EDUC 332

EDUC 336 - Social Studies in the K-6/Middle Classroom, 4 credits.

The role of social studies education is to provide students with the necessary knowledge, skills and values to enable them to fulfill their obligations as citizens, not just for the future, but for the present as well. This course provides future teachers with the methods, strategies and resources for teaching social studies in K-6 classrooms that will develop young students into knowledgeable people who will act responsibly when confronted with personal, social and/or economic issues and problems. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Every Year - First Semester

Corequisites: EDUC 332

EDUC 337 - Science in the K-3 Classroom, 2 credits.

This course provides various science-related experiences relevant to the elementary classroom setting. These experiences are intended to enhance knowledge and confidence in teaching science (physical, life and earth). Students will develop a preferred perspective on the ideal nature of science education. Throughout the course students will study and discuss theoretical and underpinnings for science instruction, assessment strategies, curriculum material, resources available to teachers, and other relevant ideas. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Every Year - Second Semester

Corequisites: EDUC 332

EDUC 338 - Science in the 4-8 Classroom, 1 credits.

This course helps prospective teachers learn to promote independent thinking; encourage children's creativity and curiosity; build on children's ideas; start with questions rather than answers; focus on the needs of children, including those from cultures other than your own and those with special psychological or physical needs; and make connections between science and other areas of the curriculum. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Every Year - Second Semester

Corequisites: EDUC 332

EDUC 352 - Technology, Instruction & Ecology of the Secondary Classroom, 4 credits.

Secondary teacher candidates will increase their knowledge about teaching and learning by honing their practical abilities through classroom and field placement teaching experience. Specific areas addressed include: student diversity, classroom management, standards in education, planning for instruction, assessment theories and practices, and appropriate use of educational technology.

Frequency: Every Semester

Prerequisites: EDUC 212

Corequisites: PEAK 400

This course is PEAK Required

EDUC 359 - Kindergarten Education, 2 credits.

This course includes: characteristics, needs, behaviors and development of the 5-year-old child; an overview of the developmentally appropriate kindergarten curriculum, a recognition of the importance of integrating the subject areas within the curriculum, the philosophy and practice of emergent literacy and how to implement it, how to assess whether one's own classroom supports literacy, and the importance of continual growth and development as a professional in kindergarten education. A clinical is included. Prerequisites: Admission into the Teacher Education Program; Minimum GPA: 2.75.

Frequency: Every Year - Second Semester

EDUC 362 - Secondary Methods of Teaching in World Languages, 4 credits.

Secondary teacher candidates will increase their knowledge about teaching and learning by honing their practical abilities through classroom and field placement teaching experience. Specific areas addressed include: student diversity, classroom management, standards in education, planning for instruction, assessment theories and practices, and appropriate use of educational technology. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: Alternate Years - 1st Semester

Corequisites: EDUC 352

EDUC 363 - FLES Methods of Teaching, 4 credits.

FLES means "foreign languages in the elementary school." This course develops the techniques of teaching elementary school children the four basic language skills: listening, speaking, reading and writing in a foreign language. A clinical experience is included. This class is held at an area elementary school; students are responsible for transportation to and from the school. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75; Junior status

Frequency: Every Year - Second Semester

EDUC 371 - Methods of Teaching in Art: Elementary and Secondary, 4 credits.

This course provides a relevant experience in art teacher preparation through discussion of educational issues, peer teaching, classroom visitation, museum and gallery visits, and a survey of American art. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Not offered on a Regular Basis*

Corequisites: EDUC 352

EDUC 372 - Methods of Teaching in Science, 4 credits.

This course introduces basic instructional strategies of teaching science. Various science teaching methods as well as the special techniques and functions of a science teacher are discussed and practiced. The inquiry method is emphasized in teacher planning and management. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Alternate Years - 1st Semester*

Corequisites: EDUC 352

EDUC 373 - Methods of Teaching in Business Education, 4 credits.

This special methods course focuses on the application of sound instructional strategies to the teaching of all business subjects such as accounting, basic business, computer applications, keyboarding, marketing and vocational courses. Students write a unit plan and several lesson plans. Teaching resources are explored and reviewed. Classroom management, assessment, professionalism, student organizations, and other topics are studied. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Not offered on a Regular Basis, Every Year - First Semester*

Corequisites: EDUC 299, EDUC 352

EDUC 374 - Young Adult Literature, 2 credits.

Prospective teachers and others interested in Young Adult Literature (YAL) are introduced to the wide range of sub-genres in the rapidly expanding field of Young Adult Literature. In addition to readings in YAL literature and theory, methods for using YAL in the classroom are also emphasized. Students gain experience with current YAL reference tools and other YAL teaching materials. Although the course is required for prospective secondary English teachers in their junior or senior year, education majors from any discipline or level are welcome to enroll in the course. Note to Communication Arts/Literature Secondary Education majors: Co-requisite: ENG 491 - Methods of Teaching Reading and Writing for the Secondary School.

Frequency: *Every Year - First Semester*

EDUC 376 - Methods of Teaching in English, 4 credits.

Prospective English teachers examine current theories and practices in language arts, identify and use strategies for planning, organizing, managing and instructing in the language arts classroom, and study and evaluate print and nonprint texts. Reflecting on this study and experience, students develop their own theories and increase their competency for teaching language arts. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Every Year - Second Semester*

Corequisites: EDUC 352

EDUC 379 - Methods of Teaching in Social Studies, 4 credits.

This course focuses on curriculum development, teaching strategies, evaluation and classroom management with cross-cultural and global perspectives. Emphasis is placed on mainstreaming and computer-based instruction. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Every Year - First Semester*

Corequisites: EDUC 352

EDUC 380 - Special Topics, 0-4 credits.

Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information. Minimum GPA: 2.75.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

EDUC 384 - Methods of Teaching in Mathematics, 4 credits.

This course provides students with a wide range of experiences designed to prepare them to become mathematics teachers. Students explore classroom management strategies, lesson planning, questioning techniques, motivation, testing and evaluation, and other classroom-related issues. Students are introduced to professional journals and organizations. Important related topics, such as mathematics anxiety, are also discussed. Each student must do at least one mathematics lesson on videotape, and develop a complete mathematics unit plan. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75.

Frequency: *Every Year - Second Semester*

Corequisites: EDUC 352

EDUC 386 - Health Methods of Teaching, 4 credits.

A study of teaching methods applicable to health education. Emphasis is placed on the preparation and presentation of lesson plans for health-related content and skills (5-12). The course provides exposure to curricula, materials and resources, and strategies for classroom management and student evaluation. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Alternate Years - 1st Semester*

Corequisites: EDUC 352

EDUC 390 - Academic Internship, 1-8 credits.

Frequency: *Every Semester*

Repeatable: Yes

EDUC 392 - Methods of Teaching Instrumental Music, 4 credits.

This is a comprehensive course dealing with teaching instrumental music in the public schools. Topics include developing a philosophy of music education and establishing goals and objectives, content, sequence and presentation of instruction. Students discuss topics related to public school teaching, study of rehearsal techniques and peer teaching. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program. Minimum GPA: 2.75

Frequency: *Every Year - First Semester*

Corequisites: EDUC 352

EDUC 394 - Methods of Teaching in Communication Studies, 4 credits.

This course addresses problems, processes and issues specific to teaching content in communication studies, and re-emphasizes general principles of secondary teaching. Topics include: design of secondary communication studies curriculum, evaluation of performance, performance anxiety, professional liability, philosophy and practice in speech, media and theatre cocurricular programs. Emphasis is placed upon the development of units that could be used by practicing teachers. Prerequisites: Admission into the Teacher Education Program. A clinical experience is included. Minimum GPA: 2.75

Frequency: *Every Year - Second Semester*

Corequisites: EDUC 352

EDUC 399 - Orientation to Student Teaching, 0 credits.

Education 399 is required in the semester prior to the student teaching experience to arrange and prepare for the student teaching assignment. Prerequisites: Admission into the Teacher Education Program; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 420 - Knowledge, Literacy and Inquiry, 2 credits.

Offered the first two weeks during the student teaching semester. Prospective secondary teachers are introduced to theories of knowledge formation, differences in inquiry methods in various subjects and the importance of understanding written works. Prerequisites: Admission into the Teacher Education Program; approval for student teaching. Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 421 - Advanced Reading Methods of Teaching for the Elementary School, 2 credits.

Offered concurrently with student teaching, this hybrid course focuses on reading in the upper elementary grades. The course examines word-analysis skills, reading in the content areas, and vocabulary development. Prerequisites: Admission into the Teacher Education Preparation Program. Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 425 - Education of the Exceptional Child, 2 credits.

This course prepares future teachers to work with children who are mainstreamed into the regular classroom. It provides a historical and legal context, discusses inclusion, addresses concerns in teaching and working with children who have special needs and develops an appreciation for the contributions they can bring to the classroom. Prerequisites: Admission into the Teacher Education Program; Minimum GPA 2.75

Frequency: *Every Semester*

Core designations: U.S. Cultural Diversity U

EDUC 480 - Independent Study, 1-4 credits.

This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information. Minimum GPA: 2.75.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

EDUC 487 - Directed Research, 1-4 credits.

This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

EDUC 488 - Assessment and Reflection on Student Teaching Practice, 1 credits.

This course will introduce students to basic concepts of educational assessment, including portfolio construction, and also to the Teacher Performance Assessment instrument required of all education candidates. The course will include guided instruction in completing the EdTPA.

Frequency: *Every Semester*

EDUC 489 - Student Teaching: Middle Level, 4 credits.

Elementary education majors seeking an add-on endorsement in a core content area are assigned to a full-time clinical experience in one of the area middle schools for 4 weeks. Students develop teaching proficiencies under the direction supervision of a classroom teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; permission of the director of field experiences; Minimum GPA: 2.75.

Frequency: *Summer Session*

EDUC 491 - Student Teaching: K-12 Education, 1-12 credits.

Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils' work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 492 - Student Teaching: Elementary Education, Grades 1-6, 1-6 credits.

Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils' work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 493 - Student Teaching: Secondary Education, Grades 7-12, 1-6 credits.

Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils' work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 494 - Student Teaching: Art, 12 credits.

Students are assigned to full-time clinical experiences in the teaching of art in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under the direct supervision of an art classroom teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 495 - Student Teaching: Physical Education, 12 credits.

Students are assigned to full-time clinical experiences in the teaching of physical education in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under direct supervision of a physical education classroom teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 496 - Student Teaching: Elementary Education, 12 credits.

Students are assigned to full-time clinical experiences in one of the area elementary schools for 12 weeks. Students develop teaching proficiencies under the direct supervision of a classroom teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 497 - Student Teaching: Kindergarten, 5 credits.

Kindergarten student teaching is available and recommended for students seeking kindergarten licensure in North Dakota. This would be an additional student teaching experience to the 12 week elementary education student teaching clinical. It will be 5 credits and run for five weeks. Plan to register for it summer session one and you may start as soon as the elementary experience has been completed. Contact the director of field experiences, if interested in this opportunity. Prerequisites: Admission into the Teacher Education Program; Minimum GPA: 2.75.

Frequency: *Summer Session*

EDUC 498 - Student Teaching: Secondary Education, 12 credits.

Students are assigned to full-time clinical experiences in one of the area secondary schools for 12 weeks, developing teaching proficiencies under the direct supervision of a regular classroom teacher. Prerequisites: Admission to the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

EDUC 499 - Student Teaching: Music, 12 credits.

Students are assigned to full-time clinical experiences in the teaching of music in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under the direct supervision of the classroom music teacher. Prerequisites: Admission into the Teacher Education Program; approval for student teaching; Minimum GPA: 2.75.

Frequency: *Every Semester*

HLTH 141 - Personal and Social Health, 4 credits.

A multidimensional approach to health that includes physical, social, emotional, intellectual, and spiritual health promotion that emphasizes self-responsibility and prevention. Theories of behavior change are examined to understand the factors that influence personal lifestyle decisions and societal norms.

Frequency: *Every Semester, Summer Session*

HLTH 143 - First Aid and CPR: Emergency Response, 2 credits.

The study of accident problems, first aid and medical self-help prepares the student for positive response to stressful conditions. Teaches skills needed for emergency care of victims of accidents, illnesses and disasters.

Frequency: *1st or 2nd Half - 1st Semester, 1st or 2nd Half - 2nd Semester*

HLTH 220 - Introduction to Health Education and Health Promotion, 2 credits.

This course is designed to expose students considering a health education degree to the basic concepts and theories of health, health education, and health promotion. An overview of job settings for health educators with emphasis on assessing needs, planning programs, and evaluation.

Frequency: *Every Semester*

HLTH 340 - Comprehensive School Health Programs, 2 credits.

An overview of the school's role in the healthy development of youth, including: health instruction, health services, school environment, physical education, nutrition and food services, counseling and personal support, school/parent/community partnerships, and school site health promotion.

Frequency: *Every Semester*

HLTH 380 - Special Topics, 0-4 credits.

Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

HLTH 390 - Academic Internship, 1-8 credits.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

HLTH 480 - Independent Study, 1-4 credits.

This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

HLTH 481 - Special Problems Seminar, 1-4 credits.

A flexible course designed to meet the needs and desires of students. Possibilities include current research or trends in physical education.

Frequency: *Not offered on a Regular Basis*

HLTH 487 - Directed Research, 1-4 credits.

This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

PED 200 - Foundations in Physical Education, 2 credits.

History, philosophy and principles of physical education, with a special emphasis on the development of a professional understanding and attitude toward physical education are studied. An overview of the MTLE I content test for teaching licensure is reviewed.

Frequency: *1st or 2nd Half - 1st Semester*

PED 216 - Sport Officiating, 2 credits.

Designed to provide students with the knowledge, skill and experience necessary to become certified officials. Specific attention to baseball/softball, basketball, football, soccer and volleyball

Frequency: *Alternate Years - 1st Semester*

PED 230 - Motor Development, 2 credits.

Designed to help students understand principles, observe movement skill patterns, assess and apply concepts of motor development through developmentally age appropriate practice.

Frequency: *1st or 2nd Half - 1st Semester*

PED 250 - Pre-May Seminar, 2 credits.

Frequency: *Not offered on a Regular Basis*

PED 251 - Adapted Physical Education, 2 credits.

Designed to promote knowledge and understanding of the problems, responsibilities and procedures of physical education for the exceptional student.

Frequency: *1st or 2nd Half - 2nd Semester*

PED 252 - Prevention and Care of Sport-Related Injuries, 2 credits.

A study of the treatment of athletic injuries. Includes demonstrations and practical experience in taping and bandaging techniques.

Frequency: *1st or 2nd Half - 1st Semester, 1st or 2nd Half - 2nd Semester*

PED 255 - Teaching Motor Skills, 4 credits.

Exposes students to the theories and principles that explain motor skill acquisition and performance. Throughout the course, application of theoretical concepts to instructional and clinical settings will be emphasized.

Frequency: *Every Year - Second Semester*

PED 260 - Coaching and Officiating: Baseball and Softball, 2 credits.

These are 2-credit courses offered periodically at the discretion of the department, and on the basis of student interest and faculty schedules.

Frequency: *Not offered on a Regular Basis*

PED 261 - Coaching and Officiating: Basketball, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball, which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 262 - Coaching and Officiating: Football, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 263 - Coaching and Officiating: Soccer, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 264 - Coaching and Officiating: Hockey, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 265 - Coaching and Officiating: Track and Field, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 266 - Coaching and Officiating: Volleyball, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 267 - Coaching and Officiating: Wrestling, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 268 - Coaching and Officiating: Swimming, 2 credits.

These are 2-credit courses offered on an alternating-year basis, with the exceptions of football, basketball and volleyball, which are offered first semester every year, and track and field, and baseball/softball which are offered second semester every year.

Frequency: *Not offered on a Regular Basis*

PED 300 - May Seminar, 4 credits.

Frequency: *May Seminar*

PED 301 - Elementary Physical Education, 2 credits.

Designed to teach activities, materials and methods of instruction in physical education for preschool, primary and intermediate grade teacher candidates (for elementary education majors). It is offered once per year (spring) in academic years beginning with even numbers (2016-17) and both semesters in academic years beginning with odd numbers (2017-2018).

Frequency: *Every Semester*

PED 317 - Teaching Assistant in Physical Education, 1 credits.

Students will be assigned to a section of PED 111 in which they will be expected to develop and teach two to three lessons, as well as assist the instructor.

PED 320 - Curriculum and Assessment in Physical Education, 4 credits.

This course bridges the gap between theory and practice by providing a practical approach to curriculum in writing, standards, positive classroom management, and a variety of assessment techniques used in K-12 physical education programs. Open only to physical education majors.

Frequency: *Every Year - Second Semester*

Prerequisites: PED 255

PED 361 - Organization and Administration of Physical Education and Athletic Programs, 2 credits.

A study of organization and administration related to today's physical education, organized athletics, and other sports programs.

Frequency: *1st or 2nd Half - 2nd Semester*

PED 362 - Fitness Assessment and Technology, 2 credits.

A study of the practical measurement for evaluation in physical education and exercise science, with emphasis on personal fitness and neuromuscular skills testing. Use of Tri-fit, heart rate monitors and other forms of technology.

Frequency: *1st or 2nd Half - 1st Semester*

PED 380 - Special Topics, 0-4 credits.

Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

PED 390 - Academic Internship, 1-8 credits.

Frequency: *Every Semester*

Repeatable: Yes

PED 400 - Special Problems Seminar, 1-4 credits.

A flexible course designed to meet the needs and desires of students. Possibilities include current research or trends in physical education.

Frequency: *Not offered on a Regular Basis*

PED 410 - Sport and American Society, 4 credits.

A study of the sociological, psychological, economic and religious aspects of physical education, athletics and recreation in the American culture.

Frequency: *Every Year - Second Semester*

PED 480 - Independent Study, 1-4 credits.

This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

PED 487 - Directed Research, 1-4 credits.

This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes

PED 491 - Practicum in Coaching, 1-2 credits.

The practicum is a coaching experience of not less than 40 hours at the junior high, high school or college level in which the student works under an approved supervisor.

Frequency: *Every Semester, Summer Session*

SCIE 215 - Physical Science, 4 credits.

This course explores topics in both chemistry and physics through a hands-on exploration style experience. Topics in astronomy, earth science and mathematics are also explored. The course is designed for students with little background in the sciences and along with BIOL 101 will satisfy Board of Teaching standards for elementary education majors.

Frequency: *Every Semester*

TSOL 320 - Applied Linguistics and Social Linguistics, 2 credits.

This course introduces students to the scientific study of human language. The focus is on the major core subfields of linguistics: Morphology, Phonetics, Syntax, and Socio Linguistics that are prerequisite to understanding other subfields of linguistics, including Second Language Acquisition and language variation, Historical Linguistics, language change, and Social Linguistics. Prerequisites: Admission into the Teacher Education Program, , GPA 2.75.

Frequency: *Every Year - Second Semester*

TSOL 364 - Second Language Acquisition, 2 credits.

This course provides a general introduction into how people acquire a second language. Complex interactions between learners, learners and teachers, and between learners and native speakers, how non-native language develops, stabilizes and experiences attrition will be examined. Includes analysis and interpretation of language acquisition among learners during classroom observation. Prerequisites: Admission into the Teacher Education Program, GPA 2.75.

Frequency: *Every Year - First Semester*

TSOL 365 - Teaching ESL I, 4 credits.

This course will explore methods of teaching and assessing English as a second or non-native language. These methods will be clearly aligned with WIDA and TESOL Standards and best practices in the field for working with elementary learners. All methods will also be grounded in theories of language acquisition, linguistics, child development, and research regarding the learning and teaching of languages. The class combines both theory and practice. A 20-hour clinical experience is required. Prerequisites: Admission into the Teacher Education Program, GPA 2.75.

Frequency: *Every Year - First Semester*

TSOL 366 - Teaching ESL II, 4 credits.

This course will explore methods of teaching and assessing English as a second or non-native language at the secondary level. These methods will be clearly aligned with WIDA and TESOL Standards and best practices in the field for working with secondary learners, some of whom are older than average secondary students, have experienced trauma, and may have limited or interrupted formal education. This is the second methods course in the sequence and combines theory and practice. A 50-hour clinical experience is required. Prerequisites: Admission into the Teacher Education Program, GPA 2.75.

Frequency: *Every Year - Second Semester*

TSOL 480 - Independent Study, 1-4 credits.

This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

Frequency: *Not offered on a Regular Basis*

Repeatable: Yes