

EDUCATION (EDUC)

EDUC 600 - Impactful Practices in the Classroom, 4 credits.

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. It focuses on understanding theories and strategies that address the needs of a diverse population that compose today's classrooms in the public school systems. Included in this course will be diversity issues, planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices. Most importantly, this course is focused on practices that impact student learning positively and engage students in the content.

EDUC 602 / AMLA 602 - Introduction to Quantitative and Qualitative Research, 4 credits.

Students will be introduced to the vocabulary, theory, primary principles, methods and techniques of qualitative and quantitative methods of inquiry. Students will read and review a variety of research articles related to second language methodologies.

EDUC 604 / AMLA 604 - Motivating Students via Technology, 2 credits.

Students will discuss how technology can be used in the second language classroom to motivate language learners. Through observations and discussions of how technology is used at the Language Villages, students will design a unit of instruction incorporating technology.

EDUC 610 - Social & Emotional Elements of Learning, 4 credits.

This course focuses on the social and emotional needs of K-12 learners in today's classrooms. Teachers will gain both a deeper understanding of complex emotional and behavioral issues, and a clear sense of how to apply principles of social and emotional learning to students in their own classrooms.

EDUC 612 - Meaningful Assessment Practices, 4 credits.

This course offers an in-depth exploration of the principles of assessment and the challenges of evaluation. Students will discuss the theoretical and practical foundations in learner-centered and performance-based assessments. The role of national and state standards in assessing language learning will be presented. Students will examine a variety of assessment tools and their use in providing meaningful feedback to both teachers and students.

EDUC 620 - Critical Pedagogy and Equity, 4 credits.

This course examines social, environmental and ecological justice in educational settings. Power inequalities in society shape these injustices in ways that are systemic and structural but also personal. The study of social, environmental and ecological justice and then planning curriculum and teaching accordingly is a core feature of the curriculum.

EDUC 624 - Special Topics in Education, 2 credits.

The topics in this course vary based on trends and needs in the field of education and based on the needs and interests of the cohort.

Repeatable: Yes

EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom, 4 credits.

In this course, students will investigate and evaluate a variety of approaches for supporting English learners such as translanguaging, assessment in both the L1 and L2, phonemic awareness and decoding, acquisition of vocabulary, and explicit versus interactive teaching.

EDUC 631 - Foundations of Skill-Based Health Education, 4 credits.

This health education course prepares health educators to teach using a skills-based approach that prepares students for a health literacy. More specifically this course will study the foundational organizations, SPAs, NHES, tools, resources, and individuals or groups that are helping propel health education forward. This course will introduce the overarching aspects to teaching health education in the 21st century and prepare students for the advanced preparation of health education (methods).

EDUC 632 - Teaching Strategies and Practices in Physical Education, 2 credits.

This is an applied course focusing on teaching motor-skill acquisition techniques and strategies in a variety of standards-based activities and sports. Content includes theory, standards-based best practice for the elementary, middle, and secondary level. This course will also cover specific pedagogical and skill content focusing on equipment organization and management, skill progressions, common problems/corrections of basic and intermediate-level skills and tactics, and techniques for providing supportive student feedback.

EDUC 641 - Advanced Practices of Health Education, 4 credits.

This advanced health education course prepares health educators to teach using a skills-based approach that prepares students for a health literacy. More specifically this course will study teaching methods applicable to 21st century health education with emphasis placed on the preparation and presentation of research-based unit and lesson plans for health-related skills and developmentally appropriate and relevant content (5-12). The course provides advanced exposure to curricula, materials and resources, and an opportunity to apply engaging teaching strategies, instruction and student evaluation.

Prerequisites: EDUC 631

EDUC 642 - Advanced Practices of Physical Education, 4 credits.

This advanced physical education course prepares physical educators to teach using a contemporary teaching approach that helps prepare students to be physically literate. More specifically this course will study teaching methods applicable to 21st century physical education with emphasis placed on the preparation and presentation of a research-based unit and lesson plans (K-12). The course provides advanced exposure to curricula, materials and resources, and an opportunity to apply engaging teaching strategies, instruction and student evaluation.

Prerequisites: EDUC 631

EDUC 670 - Clinical Experience Seminar I, 1 credits.

This one credit course can be added on to the fall semester. During this seminar, students will complete 50 hours of clinical experience in a classroom. Students will be placed in the clinical based on the content area they are pursuing for licensure. This seminar is focused on the clinical hours, but students will complete asynchronous modules to gain knowledge about topics that will support their work in the clinical experience. The seminar will also hold several synchronous meetings during the semester in order to check in with students, reflect on the experience, and provide additional support where necessary.

Prerequisites: (AMLA 600 (may be taken concurrently) or EDUC 600 (may be taken concurrently)) and (AMLA 620 (may be taken concurrently) or EDUC 612 (may be taken concurrently)) and (AMLA 604 (may be taken concurrently) or EDUC 604 (may be taken concurrently))

EDUC 675 - Clinical Experience Seminar II, 1 credits.

This one credit course can be added on to the spring semester. During this seminar, students will complete 50 hours of clinical experience in a K-12 classroom specific to their content area. Students will be placed in the clinical based on the content area they are pursuing for licensure. This seminar is intended to build on Clinical Experience Seminar I, and students will be assessed on knowledge and skills that they began to work on in Clinical Experience Seminar I. Asynchronous modules will be completed throughout the clinical experience. The seminar will also hold several synchronous meetings during the semester in order to check in with students, reflect on the experience, and provide additional support where necessary.

Prerequisites: (AMLA 600 or EDUC 600) and (AMLA 620 or EDUC 612) and (AMLA 604 or EDUC 604) and EDUC 670 (may be taken concurrently)

EDUC 680 - 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.

Repeatable: Yes

EDUC 685 - Student Teaching and Teacher Performance Assessment, 4 credits.

This course is a comprehensive student teaching experience and prepares students to be able to successfully complete and submit the edTPA, required for Minnesota licensure. Student teaching will take place over the course of 12 weeks, during which time students will develop a unit of study and engage in a case study in one of the classes in which they are teaching. Both of these activities prepare students to plan their instruction, carry out a learning segment, and assess students effectively. Students will be supported in this course as they write and submit their edTPA.

Frequency: *Every Semester*

Prerequisites: EDUC 425 and EDUC 600 and EDUC 604 and EDUC 610 and EDUC 612 and EDUC 620

EDUC 690 - Online Seminar, 2 credits.

Students will participate in an online seminar to work on their thesis with their faculty adviser and to share progress with others who are working on their thesis. Instruction will be provided in online units that will vary according to the students' needs and the topics of the thesis.

EDUC 698 - Continuing Registration, 1 credits.

Continuing enrollment in graduate studies. This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirement.

Prerequisites: EDUC 690 and EDUC 699 (may be taken concurrently)

EDUC 699 - Thesis, 4 credits.

The thesis will be a written work of publishable quality and will include documentation of literature review and evidence of extensive research to inform the work.

EDUC 3800 - Special Topics, 0-4 credits.

EDUC 6800 - 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.