EDUCATION

Students with an education degree from St. Catherine University get noticed. Many principals put St. Catherine University graduates’ resumes at the top of the pile when making hiring decisions. That’s not surprising — St. Kate’s has been educating women to be teachers since 1905.

St. Catherine University’s nationally recognized programs in education prepare students for teaching licensure in three areas: elementary K–6, secondary 5–12 and kindergarten through grade 12 in Minnesota and most other states. Preprimary and middle level endorsements can be added to a K–6 license.

Mission
To educate teacher candidates to lead ethically and effectively by fostering transformative teaching and learning practices that promote social justice.

STEM
St. Catherine University is home to The National Center for STEM Elementary Education (https://www.stkate.edu/academics/institutes-and-centers/center-for-stem) and is a leader in science, technology, engineering and mathematics education. All elementary education majors at St. Kate’s are required to complete a STEM certificate designed to give future educators the confidence needed to teach STEM in elementary classrooms.

School-based Field Experiences
The University’s education programs incorporate more fieldwork than many other teaching-preparation programs. In partnership with K-12 schools, the fieldwork and student teaching experiences provide rich opportunities for students to collaborate with mentor teachers. During field experiences, teacher candidates practice theories learned in on-campus courses necessary to develop the skills, attitudes, and understanding to effectively address the learning needs of K-12. The degree culminates with a semester-long student teaching experience at a clinical cluster site or cooperating schools in the metro area.

Literacy
Several noted literacy researchers and experts among our faculty, and a literacy lab that partners with clinical cluster sites (our partnership with K-12 schools) deepen student skills. In addition to classroom experience, students may also participate in teaching related experiences like America Reads, which pairs St. Catherine University students with local organizations and schools.

Diversity and Social Justice
Students begin to build an awareness of diversity by looking inward at their own identities. Students write about how their experiences shape them and their interactions with others in their clinical settings. Students will also engage in courageous conversations (Singleton & Hays, 2008) to grapple with societal issues that affect teaching and learning that often have no definite resolution.

Personal Attention
The education department faculty are enthusiastic teachers, respected scholars and diligent researchers who pride themselves on developing personal teaching relationships with students.

Majors
- Early Childhood Education: BA, BS (catalog.stkate.edu/undergraduate/business-professional-studies/education/lec-deg-comp)
- Elementary Education (K-6): Initial Licensure - BA, BS (catalog.stkate.edu/undergraduate/business-professional-studies/education/elementary-licensure)
- Secondary Education (Grades 5-12, 9-12): Initial Licensure - BA, BS (depending on major) (catalog.stkate.edu/undergraduate/business-professional-studies/education/secondary-licensure)
- K-12 Education: Initial Licensure - BA (catalog.stkate.edu/undergraduate/business-professional-studies/education/k-12-licensure)

Endorsements
- Pre-primary (ages 3-PreK) and Middle-Level (grades 5-8) (catalog.stkate.edu/undergraduate/business-professional-studies/education/endorsements)

Certificates
- Science, Technology, Engineering and Mathematics (STEM) - Certificate (catalog.stkate.edu/undergraduate/business-professional-studies/education/science-technology-engineering-mathematics-stem-certificate)
- Teaching of Religion - Certificate (catalog.stkate.edu/undergraduate/business-professional-studies/education/teaching-religion-cert)

EDUC 1000 Introduction to Early Childhood Education — 4 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Theories regarding the learning modes and stages of development in the young child will be presented, including exceptionalities. Students will characterize the components of curriculum development inherent in developmentally appropriate practice. Students will begin to explore their own personal biases and how they may shape their understanding of children and education.

EDUC 2010 Physics and Engineering for Educators — 3 credits
Most of the world we experience everyday is human made or engineered. Engineers create products from indoor plumbing to airplanes that make our lives more comfortable and convenient. This course is an introduction to the engineering concepts associated with products in your everyday life, including structures, machines and mechanisms, fluids, and electricity.

EDUC 2030 Earth and Space Science for Educators — 3 credits
Earth and space science is an integral part of the K-8 Minnesota State Standards and Next Generation Science Standards. This course focuses on a hands-on, discovery learning approach to teaching and learning. Topics include understanding the nature of science, Earth’s place in the Universe, Earth structures & processes, interdependence in Earth systems, and human interactions with Earth systems. The course will also focus on the pedagogy or teaching of science content to children.
EDUC 2040 Historical, Cultural and Social Foundations of Early Childhood Education — 4 credits
In this course students will study the relationships between early childhood education and the cultural, historical and social realities of the United States. Students will study the history of early childhood education and critically examine ways in which power and privilege have influenced the evolution of the education system at large and specifically early childhood education. The existence of implicit, and explicit, teacher bias will be explored in-depth using current research, self-reflective practices, and an understanding of systemic "isms" present in today's educational institutions. Students will gain the knowledge, resources, and tools to be culturally responsive and practice anti-bias and anti-racist teaching strategies.

EDUC 2070W Teachers as Leaders for a Changing Society — 4 credits
In this writing-intensive course, students will examine historical and emerging issues that impact experiences of children, families, and teachers in U.S. public elementary or secondary schools. Students will learn about promoting social justice in school settings and teaching as a career choice. Up to 50 hours of fieldwork in a multicultural setting are required. Prerequisite for all education courses. Offered in the College for Women and the College for Adults. Required for elementary, secondary and K-12 licensure. Must pass with a C- or above.

EDUC 2090 General Methods: K-12, Secondary — 4 credits
In this course students will learn educational methods in six areas: planning for instruction, strategies for implementing instruction, evaluating and reporting techniques, and instructional technology. Fieldwork required. Check the class schedule for hours required. Prerequisite with concurrence: EDUC 2070W.

EDUC 2110 Foundations and Theories in Early Childhood Education — 2 credits
In this course students will study the historical roots and contemporary manifestations of early childhood education theories and practices. Students will also learn about the research of educators and child psychologists who have made significant contributions to current understanding of the young child. Theories regarding the learning modes and stages of development in the typical and atypical young child will be presented. Fieldwork required. Check the class schedule for hours required. Through fieldwork experience students will make practical applications of these theories in contemporary inclusive child care programs.

EDUC 2200 The Art of Classroom Management and Assessment — 4 credits
In this course students will examine classroom management and assessment from relationship-driven, anti-bias, and anti-racist points of view. Students will consider the connection for children between past trauma and current behavior in the classroom. The current structure at work in mainstream educational classroom management will be critically examined and students will construct their own vision of transformational classroom management and assessment. Students will choose strategies that are respectful, cooperative, and empowering to children. The intersection of classroom management and assessment will be examined. Students will understand and develop authentic assessment tools and practices based on observation and developmentally appropriate practice, including motivation and relationship-driven techniques that consider individual needs. Students will adapt classroom management and assessment strategies to diverse cultural norms and examine the influences of their own implicit bias in discipline and assessment choices. This course requires 10 hours of observation in an Early Childhood classroom. Prerequisite: EDUC 1000.

EDUC 2300 Early Childhood Education Accreditation and Standards — 1 credit
This course provides an overview of the legal and professional mandates related to early childhood teaching. Competency-based modules include the Department of Human Services regulations, Department of Education standards for the Standards of Effective Practice for Teachers, and the Standards for Early Childhood Teachers (or others as specified by state of residence). Professional development sites such as Develop are included, as well as Parent Aware standards (Minnesota's Quality Rating and Improvement System) and the opportunity to explore other state early childhood education policies and requirements. Prerequisite: Admission to Early Childhood Education program.

EDUC 2400 Effective Practice in Early Childhood Education — 4 credits
In this course students will be introduced to early childhood educational theory and methods. They will learn about developmental theory, needs of young children, teaching practices and materials, characteristics of a functioning early childhood classroom, and the role of the early childhood teacher. Intentional practices such as creating an inclusive classroom by honoring diverse learners, fostering a strong classroom community, and anti bias and anti racist teaching will be explored and applied to course assignments. Students will demonstrate their understanding of these concepts through written essays, class discussions, creating lesson plans, and engaging in critical reflection. This class will be taught primarily online but includes a three-day session on campus. Prerequisite: Admission to Early Childhood Education program.

EDUC 2490 School Health and Chemical Health — 1 credit
In this two-module online course students will learn about student health issues in the classroom; the teacher's role in observing, responding, referring and reporting; support services in the school; alcohol, tobacco and other drug use in society; approaches to and resources for chemical health promotion and positive youth development; legal considerations for teachers. Prerequisite with concurrence: EDUC 2070W.

EDUC 2581 Directed Study — 1 credit
In General Methods, students focus on essential elements in standards based classrooms: planning, instructional strategies, differentiated instruction, assessment and grading. This is the foundation course in educational methods. Up to 40 hours fieldwork in a multicultural setting are required. Offered in the College for Women and the College for Adults. Prerequisite with concurrence: EDUC 2070W.
Corequisite: INDI 2440. Junior status required.

EDUC 2992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

EDUC 3010 Methods and Materials in Mathematics — 2 credits
As an elementary teacher students will be responsible for providing a learning experience in a classroom that enables the students to engage in meaningful tasks in mathematics instruction. There are many facets to this learning environment of which an elementary teacher must be aware — knowledge of the discipline, planning the lesson, assessment, follow-up. This course is designed to give students an opportunity to read, discuss and design activities to enhance student learning. Up to 40 hours of fieldwork required (in conjunction with EDUC 3030 and EDUC 3050). Prerequisites: Admission to the Education Department, MATH 2500.
EDUC 3015 Methods and Materials in Mathematics — 4 credits
Elementary teachers are responsible for providing a learning experience in a classroom that enables students to engage in meaningful tasks in mathematics instruction. There are many facets to this learning environment of which an elementary teacher must be aware — knowledge of the discipline, planning the lesson, assessment, follow-up. This course is designed to give students an opportunity to read, discuss and design activities to enhance student learning. Fieldwork required. Check the class schedule for hours required.
Prerequisites: Admission to the major, MATH 2500.

EDUC 3030 Methods and Materials in Science — 2 credits
In this course students will learn the basic framework of instructional skills, techniques, and methods, and material resources for use in the elementary science classroom. Students will prepare and teach science lessons in the fieldwork part of the course implementing the Minnesota State Science Standards, formative assessment, academic language, and the 5e’s. Students will engage in inquiry/science practice and engineering experiences. Students will also engage in actual classroom experience in science at the elementary school level. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2800.

EDUC 3050 Methods and Materials in Social Studies — 2 credits
The goals for this course correspond with the licensure requirements for all elementary teachers in social studies with the explicit purpose of providing students with opportunities to apply fundamental social studies concepts and the connections among them in course assignments. The course content and learning activities focus on experiences designed to prepare students with competencies and skills related to tools of inquiry and problem solving. Students will use social studies as an integrating concept through an understanding of how to use the sciences, social sciences, mathematics, arts and communication in the exploration of environmental, cultural and social issues and topics. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3080 Methods and Materials in Art for Elementary Teachers — 2 credits
EDUC 3080 Methods and Materials in Art for Elementary Teachers is an important component of the elementary curriculum. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating art in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3110 Methods and Materials in Music — 1 credit
Teachers in elementary schools must be prepared to teach music to their young learners. In this course, students will learn the basic framework of instructional skills, techniques and methods of teaching and integrating music in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3130 Methods and Materials in Physical Education — 1 credit
Developing healthy physical habits is a lifelong disposition. In this course, students will learn the basic framework of instructional skills techniques and methods of teaching and integrating physical education in an elementary classroom setting. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3250 Focus Studies In Elementary Art Education — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as these apply to elementary art education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3280 Infant and Toddler Methods and Materials — 4 credits
The foundation of early childhood development begins with understanding the intricate cognitive process that evolves from conception through the toddler years. It is through this understanding of development, learning to design, prepare, and interact appropriately with infants and toddlers that a healthy stage can be set for further early childhood development. In this course emphasis will be placed on the role of the adult in guiding healthy adult-child relationships in both home and group care environments. This course includes 10 hours of required fieldwork.
Prerequisite: Admission to the Early Childhood Education program.

EDUC 3290 Methods and Materials in Kindergarten Education — 2 credits
In this methods course students will study early childhood growth and development with an emphasis on the five- and six-year-old child. Students will study the child in relation to modes of learning, appropriate management and guidance strategies, and program scheduling. Students will build competency in these areas through observations and experiences that expand and make practical the knowledge and understandings gained from lectures, discussions, class assignments and fieldwork. Fieldwork required. Check the class schedule for hours required. Criteria for developing effective kindergarten programs is based on these learnings and experiences.
Prerequisite: Admission to the Education Department.

EDUC 3350 Understanding of Diverse Family Experiences and Student Exceptionalities in Early Childhood — 4 credits
This course is designed for early childhood professionals to increase their awareness of diverse family experiences and early childhood exceptionalities. Students will learn about working with families through the lens of context. Students will also learn techniques and strategies to engage families of diverse backgrounds and acquire knowledge about the early identification of children with special needs.
Prerequisite: Admission to the Early Childhood Education program.

EDUC 3450 Literature for Young Adults — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as these apply to elementary art education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3450 Literature for Young Adults — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as these apply to elementary art education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3450 Literature for Young Adults — 2 credits
To prepare for a position as a K-12 visual arts teacher, students will examine the historical base for art education and investigate specific theories and philosophies of teaching and learning as these apply to elementary art education. Students will examine how artistic learning occurs, explore motivational and evaluative strategies and classroom management techniques. This course meets the state standards for K-12 licensure for teachers of art and is a requirement for all art education majors seeking K-12 licensure. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.
EDUC 3490 Literacy Methods for Teaching the Intermediate Grades — 4 credits
Literacy Methods for Teaching the Intermediate Grades is a course that explores theories, methods, and materials used to develop children’s literacy, with an emphasis on reading, writing, and speaking in grades 3 through 6. The course assumes that effective teachers of language arts are knowledgeable, literate and curious people who develop and maintain a classroom community in which they and their students learn together. Throughout the term, in traditional class meetings as well as in the field-based Literacy Lab, the learning emphasis is placed on assisting students to use listening, speaking, reading and writing for acquiring information, developing understandings, constructing responses to texts in various forms, thinking critically about language, participating in self-assessment, and developing social interactions that support learning.
Prerequisites: Admission to the Education Department, EDUC 2070W, INDI 2440, EDUC 2800.
Corequisite: EDUC 3550.

EDUC 3540 Classroom Management and Assessment Techniques — 4 credits
This course is designed to give teacher candidates a broad overview of classroom leadership and management related to creating and sustaining positive, productive learning environments. It also explores assessment practices that contribute to effective management of instruction and behavior. Recognizing the connection between assessment-informed instruction and effective classroom management, this course also explores current practices and principles of assessment across the K-6 curriculum. The characteristics and uses of both formal and informal assessment tools and strategies will be studied with an emphasis on formative assessment.
Prerequisite: Admission to the Education Department, EDUC 2070W. Not open to first-year students.

EDUC 3550 Literacy in the Content Areas: Elementary — 2 credits
This class is designed to provide opportunities for pre-service teachers to investigate the role of literacy (reading, writing, listening and speaking) across the curriculum. Through readings, discussion, online activities, writing, and inquiry projects, students will learn about the discipline-specific demands of literacy in the content areas, in particular, how academic language supports reading comprehension and effective written communication. The course will also explore academic, personal, and social considerations that are particular to students in the upper elementary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Required for elementary education licensure.
Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2800, INDI 2440.

EDUC 3551 Literacy in the Content Areas: Secondary — 2 credits
Literacy in the Content Areas is designed to introduce teacher candidates to theories and research-based practices that support K-12 students’ literacy development across the curriculum. The emphasis of the course is on helping teacher candidates use literacy (reading, writing, listening and speaking) as a tool to support students’ learning in every discipline, while exploring the academic, personal, and social considerations that are particular to adolescents, especially the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. To this end, students in EDUC 3551 learn about basic literacy development, adolescent English language learners, effective vocabulary instruction, the role of academic language in successful reading comprehension and effective written communication, and how to integrate high-quality texts from a variety of media to create engaging, relevant learning experiences for all learners. Throughout the semester, teacher candidates study the Literacy Design Collaborative framework and create a module, based on a topic in their content area, that uses literacy as the foundation for discipline-based learning. Fieldwork required. Check the class schedule for hours required.

EDUC 3570 Student Teaching and Seminar: Preprimary — 4 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will participate in opening-of-school activities, teaching experience for 180 hours in cooperating schools of the metropolitan area; conferences with cooperating teacher and University supervisor; and seminars arranged by Education Department.

EDUC 3700 Student Teaching and Seminar: Early Childhood Family Education — 2 credits
Student teaching is the culminating experience in your preparation to become a teacher. You will participate in opening-of-school activities, teaching experience for 90 hours in cooperating schools of the metropolitan area; conferences with cooperating teacher and University supervisor; and seminars arranged by Education Department.

EDUC 3730 Student Teaching and Seminar: Preprimary — 2 credits
Student teaching is the culminating experience in your preparation to become a teacher. You will participate in opening-of-school activities, teaching experience for 90 hours in cooperating schools of the metropolitan area; conferences with cooperating teacher and University supervisor; and seminars arranged by Education Department.

EDUC 3750 Secondary Communication Arts and Literature Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary communication arts and literature classroom. Secondary Communication Arts and Literature Methods will address current trends and issues related to the discipline of language arts. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in communication arts and literature. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.

Prerequisite: Admission to the Education Department.
EDUC 3751 Secondary Mathematics Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary mathematics classroom. Secondary Mathematics Methods will address current trends and issues related to the discipline of mathematics. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in mathematics. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3752 Secondary Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary science classroom. Secondary Science Methods will address current trends and issues related to the discipline of science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3753 Secondary Social Studies Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary social studies classroom. Secondary Social Studies Methods will address current trends and issues related to the broad discipline of social studies. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in social studies. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3754 Secondary Family and Consumer Science Methods — 2 credits
This course examines best practice teaching techniques and methods for the secondary family and consumer science classroom. Secondary Family and Consumer Science Methods will address current trends and issues related to the broad discipline of family and consumer science. It will help students identify relevant content and utilize engaging teaching strategies to promote learning in family and consumer science. The course includes a field experience that will provide the opportunity to apply some of the strategies learned in the course. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department.

EDUC 3760 Secondary Visual Arts Methods — 2 credits
Students will gain a basic framework of instructional strategies, curriculum designs and assessment models within the discipline of visual arts, including evaluation of print and non-print resources and materials. Fieldwork required. Check the class schedule for hours required.
Prerequisite: Admission to the Education Department, EDUC 2070W, EDUC 2090, EDUC 3250.

EDUC 3780 Advanced Secondary Methods — 2 credits
This course provides advanced preparation for teaching in secondary schools. Advanced Secondary Methods will build on previous concepts and skills related to best practices for teaching and will focus on secondary instructional strategies, classroom assessment and classroom management. This course includes a field experience that will allow students the opportunity to apply classroom practices learned throughout the course.
Prerequisites: EDUC 2070W, EDUC 2090.

EDUC 3800 Student Teaching and Seminar: Kindergarten — 4 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a kindergarten classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school, students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3812 Student Teaching Elementary — 4-12 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate. Twelve credits required. Can be taken as four credits in January and eight credits in spring semester by students also completing a middle-level endorsement; otherwise, taken as one 12-credit course.

EDUC 3840 Student Teaching and Seminar in Physical Education: Elementary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary physical education class for full-day teaching experience for six weeks. Student responsibilities will include lesson planning, teaching and evaluation. Conferences with cooperating teacher and University supervisor will be conducted on a regular basis.

EDUC 3850 Student Teaching and Seminar: Elementary — 8 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to an elementary classroom for ten weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3860 Student Teaching and Seminar in Physical Education: Secondary — 6 credits
Student teaching is the culminating experience in students’ preparation to become a teacher. Students will be assigned to a secondary physical education classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.
EDUC 3890 Student Teaching and Seminar in Art: Secondary — 6 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to a secondary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3900 Student Teaching and Seminar in Art: Elementary — 6 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to an elementary art classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3910 Student Teaching and Seminar: Middle Level — 4 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to middle school classroom in your endorsement area for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3912 Student Teaching Secondary — 12 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to a secondary classroom for fourteen weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3920 Student Teaching and Seminar in World Languages and Cultures: Elementary — 6 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to an elementary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3930 Student Teaching and Seminar in World Languages and Cultures: Secondary — 6 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to a secondary world languages and cultures classroom for six weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 3950 Student Teaching and Seminar: Secondary — 8 credits
Student teaching is the culminating experience in students' preparation to become a teacher. Students will be assigned to a secondary classroom in their area of specialty for ten weeks. Student responsibilities will include lesson design and presentation, evaluation of student learning and management of daily classroom routines. Through conferences with a University supervisor and cooperating teachers in the school students will be provided with feedback and guidance about their professional progress. Seminars facilitated by the University supervising instructor will provide students with additional information as needed and appropriate.

EDUC 4604 Internship — 4 credits
EDUC 4681 Directed Study — 1 credit
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty-directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EDUC 4682 Directed Study — 2 credits
Directed study is provided for students whose unusual circumstances prohibit taking a regularly scheduled course but who need the material of that course to satisfy a requirement. Availability of this faculty directed learning experience depends on faculty time and may be limited in any given term and restricted to certain courses.
Prerequisites: Faculty, department chair and dean approval.

EDUC 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.

EDUC 4954 Independent Study — 4 credits
Independent study offers students the opportunity for specialized research not covered in a course offering, by the action project or thesis. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.
EDUC 4992 Topics — 2 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.

EDUC 4993 Topics — 3 credits
EDUC 4994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.
Prerequisite: EDUC 2070W.