

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.

Mission

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

Social Justice

Social justice is a core value of our education program. Most teacher candidates are attracted to St. Kate's because they want to make a difference in the lives of students. Students begin to build an awareness of diversity by looking inward at their own identities. Students will engage in courageous conversations that grapple with societal issues that affect teaching and learning that often demand complex resolutions. The education program prepares students for the classrooms by providing field experiences in schools that serve diverse populations.

Faculty

St. Kate's education faculty are recognized for leadership and expertise in areas such as literacy, STEM integration and multicultural education. They are highly qualified and dedicated professionals whose areas of expertise cover a spectrum of academic disciplines. The education department faculty not only have practical classroom experience, but are respected scholars and diligent researchers who pride themselves on developing personal teaching relationships with students and giving them the one-to-one attention they need to succeed.

NExT

St. Kate's education department is a charter member in the Network for Teaching Excellence (NExT). This consortium of teacher preparation programs across three states has received national recognition for its collaborative efforts to prepare teacher candidates for today's classroom.

Licensure

All Minnesota teacher candidates are required to take and pass a series of exams that measure content and pedagogical knowledge for the licensure area. During student teaching, teacher candidates will complete the edTPA, a national performance assessment required by the State of Minnesota.

Accreditation

The Initial Licensure programs, approved by Minnesota's Professional Educator Licensing and Standards Board, meet the educational requirements to become a licensed teacher in the state of Minnesota. Per the U.S. Department of Education Regulation 34 CFR 668.43 (a) (5) (v) we are unable to determine that our curriculum meets educational requirements for teacher licensure in states other than Minnesota. Since requirements vary from state-to-state, students wishing to teach in a state other than Minnesota should contact the respective state's teacher licensing office for licensure requirements. This information is accurate as of July 1, 2020.

All licensure programs may be subject to changes required by the Minnesota Professional Educator Licensing and Standards Board (PELSB). For more current information on licensure requirements, please

refer to the online catalog and the St. Kate's education department website.

Majors

- Early Childhood Education: BS (<http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/education/ece-deg-comp/>)
- Early Childhood Education with Licensure - BS (<http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/education/ece-licensure/>)
- Early Childhood Education with Licensure (with previous Child Development Associate Credential) - BS (<http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/education/ece-prevcda-licensure/>)
- Early Childhood Education with Licensure (with previous Montessori credential) - BS (<http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/education/ece-prevmont-licensure/>)

Certificate

- AMS Early Childhood - Certificate (<http://catalog.stkate.edu/undergraduate/humanities-arts-sciences/education/ams-early-childhood-certificate/>)

ECED 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.

ECED 2040W 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.

Prerequisite: ECED 1000.

ECED 2200 The Art of Early Childhood Classroom Guidance 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: ECED 1000.

Prerequisite with concurrency: ECED 2040W.

ECED 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: ECED 2040W.

ECED 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: ECED 2040W.

ECED 2500 Technology in Teaching and Learning in Early Childhood Education – 1 credit

Students examine current issues related to integrating digital technology in the early childhood P-3 classroom settings. We explore effective forms of technology integration for varied settings, needs and populations. For instance, students will identify and use digital tools that can enhance outcomes for learners; and/or improve efficiency in teaching, providing feedback to learners, communicating with parents, or assessment. Students will learn to use technology to provide authentic and empowered learning.

Prerequisite: ECED 2040W.

ECED 2600 Health, Wellness and Nutrition in Early Childhood Education – 1 credit

In this course students will gain a deeper understanding of the three foundational building blocks for healthy growth, development and wellness: nutrition, health and safety. Students will explore the many facets of each component including feeding strategies, food safety, health assessments, mental health, establishing safe environments, addressing child abuse and neglect, and more. Student understanding will be assessed through collaborative online discussion, 3 quizzes which include multiple choice and short answer questions, and a final exam. Upon completion of the course, students will feel confident in their ability to develop and carry out a wellness curriculum in their teaching practices and classroom environment.

Prerequisite: ECED 2040W.

ECED 2681 Directed Study – 1 credit**ECED 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 with concurrency: ECED 2040W.

ECED 3340 Child in the Family – 4 credits

Study of the needs of the child at each stage of her/his development with an emphasis on finding appropriate ways of meeting these needs within the context of the family. Identification of possible physical and emotional crises children may face including methods for effectively dealing with these crises. Offered in the College for Adults.

Prerequisite: PSYC 2025 or PSYC 2026.

ECED 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: ECED 2040W.

ECED 3560 Emergent Literacy in the Content Areas – 2 credits

This course is designed for pre-service early childhood educators to investigate the role of literacy (reading, writing, listening and speaking) across the primary curriculum. 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. It also recognizes a need for equitable literacy practices that support the development of all students regardless of their race, gender identity, social class, sexual orientation, religious beliefs, ability-level, or family background. Specifically, the interdisciplinary nature of literacy and the ways it moves from concrete to abstract will be explored and scaffolded in order to prepare pre-service early childhood educators to applying emergent content literacy knowledge to real world experiences. Through engagement in readings, media, online discussions and inquiry projects students in this course will learn about the discipline-specific demands of literacy in the content areas. The course will also explore academic, personal, and social considerations that are particular to students in the primary grades, including the roles of motivation, comprehension, critical thinking and assessment in teaching and learning. Pre-service early childhood educators will identify and utilize literacy strategies, text forms and key principles of literacy across the content areas to foster equity minded literacy experiences in early childhood education. This course requires 10 hours of fieldwork experience.

Prerequisite with concurrency: ECED 2040W.

ECED 3600 Teaching and Learning in the Lower Elementary Classroom – 3 credits

In this course students will be introduced to early elementary educational theory and methods. They will learn about developmental theory, needs of elementary children, teaching practices and materials, characteristics of a functioning early elementary classroom, and the role of the early elementary 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, classroom observations, creating lesson plans, and engaging in critical reflection. This class will be taught online but includes ten hours of fieldwork.

Prerequisite with concurrency: ECED 2040W.

ECED 3650 Early Childhood Education Student Teaching Seminar – 2 credits

During student teaching, students meet to share ideas from their classrooms and extend their course learning. Particular focus is placed on developing teacher leadership. In addition, information, support and guidance in the completion of the edTPA will be provided. Taken concurrently with student teaching. Prerequisite: All ECED coursework, completion of the ECED Pre Student Teaching Interview.

ECED 4105 Early Childhood Practical Life and Dramatic Play – 2 credits

The goals of coordination of movement, independence, concentration, and development of the sense of order as approached through Montessori practical life pedagogy. Emphasis on the cycle of activity and its process, and the analysis of movement involved in the area of Practical Life. The principle objectives of the course are: 1) To teach the practical application and sequence of Montessori materials utilizing the practical life skills and materials. 2) To connect the current research in child development to the philosophy and theory developed by Maria Montessori.

Prerequisite with concurrency: ECED 2040W.

ECED 4155 Early Childhood Sensorial – 2 credits

In this course students will create a rationale and develop the techniques necessary to ensure the development of sensory growth in young children. Introduction of sensorial materials in a sequential order with an emphasis on the refinement of sensory perception, repetition, control of error and language (three period lesson) will be presented and practiced. Distinct education in presentation techniques as applicable to the materials and the young child will be addressed.

Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4265 Creative Expression in Early Childhood – 2 credits

Early childhood art, music, and movement is a developmental process of absorption, exploration, and self-expression. Students analyze the cultural manifestations of the creative forms and how they can be integrated in the early childhood environment. Physical Education is presented as Movement, which may include the development of the body through exploration, cooperative play, games, rhythms, and dance. Art is presented as an exploration of media and the modes of creation, and as a means to self-expression with a focus on variety. Emphasis is on the process of an art activity, rather than the product. Music is presented to foster an appreciation of music in general, and to aid in creative expression through singing and playing. Exploration of individual and collective music applications are explored, as is the intersection of music and culture. This course requires 10 hours of field work experience.

Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4275 Early Childhood Science – 2 credits

Students in Early Childhood Science will learn to involve the child and utilize the child's intrinsic interest and curiosity in the observation of scientific phenomena through simple experiments. Because young children love the natural and physical world, care of the earth is introduced along with the importance of protecting our environment for the future. The mathematical brain and logical thinking of young children is developed through computational thinking activities, including classifying, experimenting and drawing conclusions. The study of Earth Science, Life Science, Physical Science/Physics and Chemistry, Technology and Engineering for the young child is introduced. Equity, inclusion, and diversity as they pertain to science are addressed in the context of social justice, and anti-bias, anti-racist teaching.

Prerequisite: ECED 2040W.

Prerequisite with concurrency: ECED 2400.

ECED 4365 Early Childhood Mathematics – 2 credits

Presenting the basic skills of mathematics using developmental materials. Emphasis on process: from the numbers 1-10 through the decimal system, the operations of arithmetic and memorization of basic facts. Includes supervised practice with materials.

Prerequisite: ECED 2040W.

Prerequisite with concurrency: ECED 2400.

ECED 4375 Early Childhood Language Arts and Reading – 2 credits

Analysis of language as spoken and written communication. Rationale for the sensory-motor involvement with emphasis on the sequence of skills to be developed to assist the child's natural growth toward effective spoken and written communication. Oral language, phonetic analysis, initial writing, handwriting skills, early reading and beginning grammar skills are taught as a foundation for total reading.

Prerequisites with concurrency: ECED 2040W, ECED 2400.

ECED 4385 Early Childhood Social and Cultural Studies – 2 credits

Early Childhood Social and Cultural Studies exposes students to the teaching of geography and history. The course takes a holistic approach to the study of history and culture, using interdisciplinary knowledge to construct the body of knowledge. In this course students will learn to explain the content, presentation and rationale for the study of history, geography, and culture within early childhood.

Prerequisite: ECED 2040W.

Prerequisite with concurrency: ECED 2400.

ECED 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.

ECED 4684 Directed Study – 4 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.

ECED 4700 AMS Pract & Sem I – 4 credits

This course is designed for candidates who are working to complete their American Montessori Society certificate program. It completes one half of the required nine-month practicum required to obtain the AMS credential. This practicum experience is designed to support candidates to apply theory into practice. Practicum seminar will include utilizing Montessori materials and problem-solving sessions. **Note:** Students who are doing their practicum at a distance from the college will be responsible to pay all additional costs of observation by the practicum coordinator*.

Prerequisites: Students must be enrolled in the AMS Early Childhood Education certificate program and have completed summer methods courses (ECED 2400, 4105, 4155, 4265, 4275, 4365, 4375, 4385) prior to this practicum course.

ECED 4710 AMS Pract & Sem II – 5 credits

This course is designed for candidates who are working to complete their American Montessori Society certificate program. It completes one half of the required nine-month practicum required to obtain the AMS credential. This practicum experience is designed to support candidates to apply theory into practice. Practicum seminar will include utilizing Montessori materials and problem-solving sessions. **Note:** Students who are doing their practicum at a distance from the college will be responsible to pay all additional costs of observation by the practicum coordinator*.

Prerequisites: Students must be enrolled in the AMS Early Childhood Education certificate program and have completed summer methods courses (ECED 2400, 4105, 4155, 4265, 4275, 4365, 4375, 4385) prior to this practicum course.

ECED 4810 Early Childhood Student Teaching – 10 credits

This course will support the capstone experience of student teaching. Every MN Standard of Effective Practice is addressed during student teaching.

Prerequisite: Admission to the Early Childhood Education with Licensure program.

Corequisite: ECED 3650.

ECED 4812 Early Childhood Student Teaching – 12 credits

This course will support the capstone experience of student teaching. Every MN Standard of Effective Practice is addressed during student teaching.

Prerequisite: Admission to the Early Childhood Education with Licensure program.

ECED 4840 Bachelor Completer Capstone Project: A Critical Exploration of Early Childhood Education – 2 credits

In this course, students will explore an early childhood topic of their choice deeply and critically, using an anti-bias and anti-racist lens. Resources compiled over their time in the Early Childhood Education program through the Ed Portfolio will be used to guide and shape chosen topics. Students will be supported in selecting relevant and impactful literature to expand knowledge on their topic of choice and take up different perspectives on issues in early childhood. Emphasis will be placed on looking critically, holistically and with an equity oriented mindset during research, discussions, editing and writing.

Prerequisites with concurrency: ECED 3280, ECED 3600.

ECED 4953 Independent Study – 3 credits**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 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 licensure.

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 concurrency: 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 2682 Directed Study – 2 credits**EDUC 2800 General Methods: Elementary – 2 credits**

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 concurrency:** EDUC 2070W.

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 for effective science teaching, and they will explore material resources for use in the elementary science classroom. Throughout the course, students will engage in scientific inquiry and engineering practices. Additionally, students will participate in authentic elementary classroom experiences during the fieldwork portion of the course. Students will prepare and teach science lessons in their fieldwork experiences, implementing the Minnesota State Science Standards, formative assessment, academic language, and the 5E's. Check the course schedule for fieldwork 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 Art 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 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 with concurrency: EDUC 2800.

EDUC 3450 Literature for Young Adults – 2 credits

As a teacher of middle level and secondary students, students will study literature in a variety of genres for young adults in grades seven through 12 based on their development and interests. Students will become acquainted with transition literature and contemporary adult literature read by young adults. Students will evaluate YA literature critically and learn techniques for promoting reading. Readers' advisory, reader response, and a student's right to read will be emphasized with regard to free reading.

Prerequisite: Admission to the Education Department.

Corequisite: EDUC 2070W.

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.

Corequisite: EDUC 3490.

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.

Prerequisites: Admission to the Education Department, EDUC 2070W, EDUC 2090.

EDUC 3650 Student Teaching Seminar – 2 credits

During student teaching, students meet to share ideas from their classrooms and extend their course learning. Particular focus is placed on developing teacher leadership. In addition, information, support and guidance in the completion of the edTPA will be provided. Taken concurrently with student teaching.

Prerequisite: Admission to the Education Department.

EDUC 3700 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 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 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 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 4604 Internship – 4 credits**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 4951 Independent Study – 1 credit

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.