

SUBJECT: Education

EDUC 111 Introduction to Teaching and Learning in a Diverse World (4)

Participants will examine trends in education, the philosophical foundations and the history of P-12 education. Additionally, they review the social problems and tension points in American education. Participants also examine the effects of their own culture on their education and begin an exploration of teachers' awareness of diversity issues in education as well as their sensitivities toward working with diverse student populations in various settings. A service learning component is required for the course and a teacher shadow experience is required for acceptance to the Education Program. Offered for A-F grading only.

EDUC 150 Fundamentals of Music (2)

An introductory course in which participants are actively involved in learning the elements of music (form, expression, rhythm, melody, texture, harmony) through reading, writing, composing, analyzing and performing. Piano and recorder study will be emphasized. Offered for A-F grading only. Prerequisite: EDUC 111

EDUC 151 Principles of Art (2)

Course participants gain an understanding of how culture, gender, socio-economic status, and personality influences the art created by a diverse group of artists. In addition, they acquire a visual arts vocabulary needed for critiquing and interacting intelligently and sensitively with a variety of artistic styles and art forms. Using artistic reproductions and quality children's picture books, as well as field experiences to local/state art galleries that would enhance a K-6 art curriculum, are all part of this course. Prerequisite: Elementary Education majors are given preference. Elementary Education majors must register in conjunction with EDUC 315. Offered for A-F grading only.

EDUC 203 Human Growth & Development (4)

Education 203 is a survey course that provides an introduction and overview of human development (conception through young adulthood) with an emphasis on topics of particular importance for humane and compassionate practice and for effective educational decision-making. Course content is correlated to the Minnesota Standards of Effective Practice for Teachers (SEPs). And will include the following topics: Theories, stages and principles of development, dispositional considerations, the intersectionality between domains of development, considerations of diversity, critical evaluation of applied theories, and applied practice. Prerequisite: EDUC 111. Offered for A-F grading only.

EDUC 212 Clinical Experience: Elementary Education (1-2)

(Diversity Immersion Week and Local Field Experience) Daily participation and observation in a classroom where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on understanding multicultural perspectives, knowledge about diverse cultural/religious/family groups, and strategies to use when educating students in culturally diverse K-8 classrooms. Prerequisite: 111. Offered for A-F grading only.

EDUC 213 Clinical Experience for K-12/5-12 Majors (1-2)

(Diversity Immersion Week) Observation and field experience in a K-12 or a secondary/junior high/middle school setting where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on understanding multicultural perspectives, knowledge about diverse cultural/religious/family groups, and strategies to use when educating students in culturally diverse 5-12 or K-12 classrooms. Prerequisite: 111. Offered for A-F grading only.

EDUC 214 Embedded Children's Literature in the United Kingdom (4)

Course participants will read and analyze literature written for children by authors from across the globe, with an emphasis on the United Kingdom. Students will explore cross-cultural comparisons of the social, political, and cultural forces that shape writing and publishing for young readers. The embedded study abroad course will focus on distinguishing characteristics of genres, critical analysis of literary elements, and developmental considerations for young readers with instructional emphasis on writing and discussion processes.

EDUC 215 Literature for Children and Adolescents K-8 (4)

This course explores aspects of the human experience through reading, discussing, and analysis of literature and

poetry written for children. Students will encounter themes related to justice within children's literature. Topics include cultural representation, accuracy, and authenticity, distinguishing characteristics of a variety of genres, the dynamic interaction of literary elements, approaches to critical analysis, problems of censorship, and developmental considerations for young audiences. Emphasis is placed on writing and discussion processes. Literature for the course is selected to represent a variety of diverse cultures. Co-requisite: Students intending to major in elementary education must take this course during sophomore block. Non-education students are welcome with permission from the instructor.

EDUC 216 Exploring Justice through Young Adult Literature (2)

This course explores aspects of the human experience and concepts of justice through discussion and analysis of young adult literature (YAL). YAL is an exploding field of literature written specifically for young adults (ages 12-18) that addresses often edgy or taboo contemporary social issues. Participants will explore themes of identity and community as well as concepts of justice including environmental, social, political, economic, and educational justice. The course is designed for students of all majors and minors interested in exploring concepts of justice and aspects of the human experience through literature. Offered for A-F grading only. No prerequisite

EDUC 268 Multidisciplinary Science for Mid-level Educators (4)

This course is designed to give students a broad experience in the content of the natural science appropriate for the mid-level science education (grades 5-8). This course will help students develop an understanding and appreciation of the nature of science, the evolution of science, how we see science, the role of science in society, and the prospects of science in the future using the inquiry process. This course emphasizes content in the domains of earth and space science, and physical science. Prerequisites: BIOL 101, CHEM 125 and PHYS 105 or Permission of instructor. Offered for A-F grading only.

EDUC 271 Individual Learning Project (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

EDUC 280A Education and Healing in 21st Century Bosnia and Herzegovina (2)

Participants in this study trip will explore the impact of education, formal and informal, on healing and/or maintaining contemporary cultural tensions among the diverse populations of people living in Bosnia and Herzegovina (BiH). Interviews with representatives from NGOs, religious organizations, political groups, and public school teachers and students will enhance participants' understanding of education in BiH. Site visits, course readings, and group discussion will also support learning. While our investigation of culture will be grounded in BiH's contemporary educational systems, students will also have opportunities to recognize that educational systems reflect historical and political realities.

EDUC 280B Children's Literature in the United Kingdom (4)

This course focuses on children's literature as a field of study and as an important component in the lives of children. Students will read and discuss several examples of speculative/fantasy British children's literature and consider the literary quality and cultural implications of each. Students will read picture books, poetry and novels written for children and adolescents by British authors in the 19th, 20th and 21st centuries.

EDUC 300 Structures of English for the ESL Teacher (4)

The course addresses both the structures of the English language in a format that allows pre-service teachers to not only understand how the language works, but also how these structures can be taught effectively. The course will cover an introduction to linguistics, including English grammar rules, phonology, morphology, orthography, vocabulary, semantics and pragmatics. This course will also cover word and sentence-level pronunciation rules in North American English. Students will observe and analyze speech and writing samples of English language learners, and design activities and lessons that target the development of specific structures of English in a contextualized, communicative way. Offered for A-F grading only.

EDUC 301 Teaching Literacy to English Language Learners (2)

This course provides pre-service teachers with an overview of the challenges ELLs face in classrooms with regards

to literacy. The course explores the importance of using a variety of instructional approaches to meet the needs of ELLs, and stresses the need to include teaching materials that support second language literacy development in both the ESL and mainstream classroom. This course includes an in-depth exploration of the differences between first and second language literacy development, and the effects that limited English proficiency has on student academic success. Offered for A-F grading only.

EDUC 302 Assessing English language Learners (2)

This course addresses the importance of using appropriate methods of assessment when measuring achievement and making decisions about English Language Learners. Some of the issues that will be explored include purposes for assessing, types of assessments, limitations of traditional assessments, creating validity and reliability in assessments, administering tests, interpreting test results, and sharing results with learners, colleagues and parents. Students will design language and academic content assessments for use with English Language Learners. Offered for A-F grading only.

EDUC 303 Theoretical Foundations of ESL (4)

This course is designed to build on candidates' knowledge of English structures by bringing together theories of first and second language acquisition with methods and approaches to language instruction. This writing-intensive course covers the topics of first and second language acquisition, biological and sociological factors in human learning and language acquisition, sociocultural issues related to language, motivation and policy making, as well as accepted approaches and methods to language pedagogy used in variety of ESL contexts. Participants will research and report on the latest findings in the field of language acquisition, and analyze and critique the major pedagogical approaches in the field of ESL. Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300. Offered for A-F grading only.

EDUC 304 ESL Methods and Materials (4)

This course is designed to provide students with an overview of practical issues pertaining to teaching ESL today, including course and lesson planning, second language teaching methods, strategies instruction, as well as hands-on experiences working with elementary, high school and post-secondary learners. Topics covered include: information on learners of various ages and ability levels, communicative-based approaches to teaching ESL, creating and adapting lesson plans, working with technology and creating and analyzing ESL teaching materials. A variety of clinical experiences will prepare participants to work with ESL students in any setting. Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300, or permission of instructor. Offered for A-f grading only.

EDUC 305 Human Exceptionalities: School, Home, and Community (1)

This course provides an introduction and overview of human exceptionalities with an emphasis on considerations in education. Course content is correlated to the Minnesota Standards of Effective Practice for Teachers (SEPs). It will include the following topics: history and laws of special education; knowledge of exceptionalities (particularly those specified under IDEA); the human experience of exceptionalities; effective and ethical practice with special needs students in the least restrictive environment; collaborating with parents and professionals; the process of pre-referral, referral, 504 plans, IEPs and attending IEP meetings; considering, developing, and applying accommodations, adaptations, differentiation, and accessibility; response to intervention; and technologies that support students with exceptionalities. Prerequisite: EDUC 203 or permission of instructor.

EDUC 309 Teaching Native Americans' Histories and Cultures (2)

Minnesota's teachers of social studies share an important responsibility for accurately and honestly teaching the histories and cultures of North America's Indigenous people. Unfortunately, many pre-collegiate students have few opportunities to consider the complex stories, including: diverse perspectives, values, beliefs, triumphs, challenges, and traditions of Native Americans across the United States generally, and within Minnesota specifically. This course is designed to enhance preservice social studies teachers' ability to question, and when appropriate, correct myths that they may have learned. Specifically, participants will construct knowledge of Native American histories and cultures while evaluating their inclusion in K-12 curriculum materials, selecting resources that can be used to integrate Native perspectives, and developing learning experiences that accurately represent Native American historical and contemporary experiences. Prerequisite: EDUC 111

EDUC 313 Teaching Physical Education K-6 (1)

Participants study techniques for organizing, planning and teaching activities for the K-6 physical education program. Clinical observations and peer and classroom teaching experience are required. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 315 Art Pedagogy in Grades K-6 (2)

Course participants will learn to teach K-6 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-6 to observe and to implement developmentally appropriate art lesson. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as it relates to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 318 Social Studies Pedagogy in Grades K-6 (4)

In this course, participants consider key historical and social studies concepts and methods of inquiry as they prepare meaningful social studies experiences for children in the elementary classroom. The Minnesota Academic Standards in History and Social Studies and the NCSS Curriculum Standards for Social Studies are used when creating developmentally appropriate lessons that accommodate elementary students' diverse needs. Students also learn to select and utilize a variety of instructional methods and resources. This course includes a weeklong practicum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 320 ESL Practicum Lab (1)

This course is designed to provide students with hands-on experiences in teaching English as a second language to late-adolescent learners with emerging academic English skills. An important component of this course is hands-on experience working with English Language Learners (ELL). To gain experience in diagnostic assessments and teaching, you will be teaching international students here at CSB/SJU. The practicum lab consists of classroom teaching, individual assessments and tutoring. You will plan and teach a lesson to a group of English Language Learners on our campus, and debrief this experience with your instructor and your peers.

EDUC 321 Music Pedagogy K-6 (3)

Through active involvement, music majors learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and MN-Academic Standards. They study the teaching methods currently in use in the U.S., including the methods of Orff, Kodaly and Dalcroze. Students compose, arrange and improvise. They are exposed to non-western music through videos, recordings and class performance. Observations and teaching experiences are required in the K-6 classroom. K-6 music idea files are required. The unique contribution of music toward meeting the special needs of children is frequently addressed. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 322 Music Pedagogy 7-12 (4)

Music majors are actively involved in learning how to teach 7-12 general music and instrumental and choral performance groups. Arrangements of choral and/or instrumental compositions for appropriate for this level are required. Non-western music reports are required. Participants become familiar with the National Arts (music) Standards and MN Music Content Standards and Standards of Effective Practice for this level. Observations and teaching experience in all areas (instrumental and choral) are required as well as one teaching experience at the mid-level and secondary level. Each student must pass a guitar and piano proficiency test. The unique contribution of music toward meeting the special needs of adolescent students is frequently addressed. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 323 Elementary Science Content (4)

The purpose of this course is to provide pre-service teachers with content specific knowledge, methods, and theoretical basis necessary for success in the elementary science education classroom. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry, modeling, representations, science as a coherent and connected subject, and technology integration. The course is

also designed to help pre-service teachers develop an understanding of how to use national and state science standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich the science instruction. Prerequisite: EDUC 111 and Sophomore standing

EDUC 325 Mathematics Pedagogy K-6 (4)

Course participants explore and apply the central concepts, tools of inquiry and structure of mathematics education. Aspects of the MN Academic Standards and the National Council of Teachers of Mathematics Standards are addressed. Participants create and implement developmentally appropriate lessons which follow the outcome/assessment/curriculum/instruction in an elementary school classroom. These lessons also include accommodation for learners with diverse backgrounds and learning modes. Prerequisites: MATH 121, 180 and (310 or 379A); and acceptance into the Education program. Offered for A-F grading only.

EDUC 333 Music Pedagogy K-6 (2)

Through active involvement, course participants learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and the Minnesota Academic Standards. They study the teaching methods currently in use in the U.S., with special emphasis on the methods of Orff, Kodaly and Dalcroze. They compose and improvise simple pieces. They are exposed to non-western music through videos, recordings and class performance. Two clinical observations and one teaching experience are required. Music resource card files are required. The unique contribution of music toward meeting the special needs of children will be frequently addressed. Prerequisites: 150 and acceptance into the Education program. Offered for A-F grading only.

EDUC 334 Science Pedagogy K-6 (4)

Participants study the central concepts and structures of science and plan and implement age-appropriate instruction based on the Constructivist model of learning. The identification of misconceptions and ways to address them through hands-on activities are included. Science process skills and the nature of science constitute a thread running throughout the course, as well as the incorporation of multicultural and special needs issues. Aspects of the MN Academic Standards and the National Science Teaching Standards are implemented in long and short term instructional planning. Clinical observations and a teaching experience are required. Prerequisite: EDUC 310 & 323 & Acceptance into the Education program. Corequisite: EDUC 325. Offered for A-F grading only.

EDUC 340 Art Education/Methods and Materials K-12 (4)

Art majors learn to teach K-12 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-12 to observe and to implement developmentally appropriate art lessons. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as they relate to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 341 World Language Pedagogy K-12 (4)

This course is designed to meet the needs of pre-service teachers in K-12 world/second language education by providing an overview of child and adolescent development with corresponding implications for teaching world language K-12. Specific theories, methods and techniques for teaching second language and culture in K-12 settings will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will participate in age appropriate, communicative-oriented materials development and peer teaching scenarios. A field experience is required. Prerequisites: EDUC 310, language courses through 312 & acceptance into the Education Department. Offered for A-F grading only.

EDUC 347 Reading, Writing and Language Growth K-6 (4)

Course participants explore and apply the central concepts, tools of inquiry and structure of the various language arts processes. Focus is on teaching elementary-age students to read and write narrative, expository and poetic works in the English language. Participants learn instructional practices that support learning outcomes and goals for elementary students' literacy development. Formal and authentic assessment procedures are addressed.

Participants explore cultural, family, development influences on literacy acquisition and demonstrate their understanding of literacy in a field-based performance which considers knowledge of subject matter, diversity, community, and curriculum goals. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

EDUC 349 Introduction to Teaching and Learning in an Online Environment (1-2)

The course has been organized into seven online modules that introduce participants to the world of online teaching and learning. As an introductory course our focus will be on adapting what we know about best classroom practices in a face-to-face setting to the unique needs of the online environment. Online community and relationship building, curriculum, teaching strategies, selecting the most appropriate digital tools, classroom management, and responding to students' diverse learning needs are among the topics that we will explore. The class includes opportunities to work with and observe teachers who teach classes online. Prerequisite: successful completion of one pedagogy course.

EDUC 352 Teaching Reading in the Middle/Secondary Classroom (1-2)

The purpose of this course is to assist pre-teachers in developing instructional strategies for integrating reading into middle and secondary (5-12) content area classrooms and interdisciplinary curriculum. Participants will investigate the Common Core Literacy Standards for 6-12 content areas as embedded within the Minnesota Academic Standards in English Language Arts K-12. They will study basic concepts of reading instruction (including phonics, phonemic awareness, vocabulary, fluency, and comprehension) and apply a variety of strategies for teaching vocabulary and comprehension of informational text through their content area. In addition, participants will evaluate reading materials for text complexity and modify them based on the needs of students. This course will address Minnesota Standards of Effective Practice for Teachers as well as the following content area reading standards: 5-12 Teachers of Mathematics, Science, Social Studies, and Communication Arts and Literature; K-12 World Languages and Cultures, Visual Arts, and Vocal and Instrumental Music. Offered for A-F grading only. Prerequisite: EDUC 310

EDUC 355 Pedagogy in Grades 9-12 (4)

Participants learn and apply the principles of effective long and short term planning of developmentally appropriate lessons for students in grades 9-12. In addition, participants develop a variety of authentic assessment strategies for their particular disciplinary area, including aspects of the MN Standards and appropriate National Standards. A field experience is required with this course. Prerequisite: Acceptance in the Education program. Offered for English, Social Science, Mathematics, Science, and Theology. (EDUC 355 for Theology majors covers grades 5-12.) Offered for A-F grading only.

EDUC 355A English Pedagogy in Grades 9-12 (4)

Offered for A-F grading only.

EDUC 355B Social Science Pedagogy in Grades 9-12 (4)

Offered for A-F grading only.

EDUC 355C Mathematics Pedagogy in Grades 9-12 (4)

Offered for A-F grading only.

EDUC 355D Science Pedagogy in Grades 9-12 (4)

Offered for A-F grading only.

EDUC 355E Theology Pedagogy in Grades 9-12 (4)

Offered for A-F grading only.

EDUC 356 World Languages in the Elementary School (K-8) (4)

This course is designed to meet the needs of the world languages teacher in the elementary classroom. Course focus is on current theories of second language acquisition, communicative methods and techniques for teaching

second language and culture in a variety of K-8 settings. These topics will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will also learn about the principles of foreign language immersion. A field experience requires observations and teaching in a K-8 setting, with the option to do so in a language immersion classroom. Prerequisites: World Language courses through 312 and acceptance into the Education program for Elementary majors. Offered for A-F grading only.

EDUC 357 Finland Forward – Linking Science and Movement with Educational Success (2)

The goal of this course is to explore how schooling shapes and perpetuates cultures by examining schools in Finland. Finland is known to have one of the best education systems in the world. The transformation of the Finns' education system began some 40 years ago as the key propellant of the country's economic recovery plan. In this course, students will explore the interdisciplinary approach to the educational systems and be looking at what is taught as part of the national curriculum that was recently adopted. Students will work with teachers, university faculty, and educational decision makers in the country and observe students in schools. This course will review the research related to the practices of physical activity and wellness that are incorporated throughout the school day and learn how sustainability of the resources are an integral part of the educational system.

EDUC 358 Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies (4)

The participants in this course will gain an understanding of the importance of literacy instruction in the middle school curriculum. The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school. Developmentally appropriate practices in middle level content areas are explored. Both Minnesota and National Standards are examined and used in planning lessons that are appropriate for the student. Curricular materials and resources are reviewed for use in teaching. A field/teaching experience at the middle school is integrated into the course. Prerequisite: Acceptance into the Education program. At least 8 credits in specialty content area are required prior to registration for this course. Offered for A-F grading only.

EDUC 358A Mid Level Literacy and Pedagogy in Social Science (4)

Offered for A-F grading only.

EDUC 358B Mid Level Literacy and Pedagogy in Language Arts (4)

Offered for A-F grading only.

EDUC 358C Mid Level Literacy and Pedagogy in Science (2-4)

Offered for A-F grading only.

EDUC 358D Mid Level Literacy and Pedagogy in Mathematics (4)

Offered for A-F grading only.

EDUC 359 Issues in Education K-12 (1)

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

EDUC 359A Issues in Education K-6 or K-8 (1-2)

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Reflective Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal

issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

EDUC 359B Issues in Education 5-12, 9-12 or K-12 (1-2)

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Reflective Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

EDUC 360 Student Teaching K-6 (8-16)

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

EDUC 360A Student Teaching K-6 (1-16)

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

EDUC 361 Student Teaching K-8 (8-16)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

EDUC 361A Student Teaching K-8 (4-8)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

EDUC 362 Student Teaching 5-12 (8-16)

Participants use classroom observation, information about students, and strong knowledge base as sources for their

teaching in 5-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

EDUC 362A Student Teaching 5-12 (1-7)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 5-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

EDUC 363 Student Teaching K-12 (4-16)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

EDUC 363A Student Teaching K-12 (1-16)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

EDUC 364 Student Teaching 5-8 (4-8)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in 5-8 school settings. Furthermore, they implement aspects of the “Teacher as Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to students, to become reflective practitioners, and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. S/U grading only

EDUC 365 Student Teaching 9-12 (8-16)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 9-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only Intended for Biology, Chemistry or Physics Majors with a Secondary Education Minor.

Prereq successful completion of all EDUC courses/requirements and major requirements.

EDUC 368 International Teaching Externship (ITE) (1)

International Teaching Externship (ITE) is a post-student teaching international/multicultural experience in which CSB/SJU teacher candidates work with international teaching professionals as volunteer teacher aides, teaching assistants, or team-teachers in globally diverse K-12 classrooms. The four to six week externship begins soon after the successful completion of the Minnesota-based student teaching experience. Since this is not a student teaching experience, externship students are able to teach in a more collaborative, collegial environment while living in other countries, experiencing other cultures, and engaging in diverse educational systems. Offered for S/U grading only.

EDUC 371 Individual Learning Project (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

EDUC 379A Educational Psychology: Science versus Myths (4)

This course challenges students to consider their beliefs and experiences related to learning, assessment, and behavior; grapple with myths and misconceptions about education and psychology; and actively compare such beliefs and myths with theory and research-based practices in educational psychology. Students will consider several questions related to examining the truth theme, such as: What are the most effective strategies for teaching and learning? How can we infuse equity and culturally responsive pedagogies into our practices? What motivates students to engage in meaningful learning? What influences our behavior, and how do we promote positive behaviors in students? In what ways can assessment become meaningful? How can we interpret, collect, and use data and statistics in meaningful ways to improve learning and behavior? In this survey course, students will actively learn, apply, and integrate theory to inform their practices as future educators, practitioners, policy makers, learners, and citizens. Prerequisite: Sophomore standing, Learning Foundations, CSD:I, Theological Explorations. Offered for A-F grading only

EDUC 390 Ethics in Human Relations (4)

This course examines some prominent ethical views of both Western and Eastern philosophical thinking. Participants explore various ethical perspectives and visions and consider their application in the demanding and ever-changing arenas of classroom, school, community, and world. The focus of ethical analysis in this course will revolve around issues of oppression, discrimination, poverty, violence and educational leadership. While students will grapple with ethical concerns existing in educational issues, this will require that they engage with ethical perspectives relevant to the larger world. Prerequisites: Junior standing and acceptance to the teacher education program. Offered for A-F grading only.

EDUC 396 Education Field Experience (1-16)

Education Field Experience is reserved for Education majors or minors who decided during their student teaching experience that they no longer wish to pursue a teaching license at this point in time. Offered for S/U grading only.

EDUC 397 Internship (1-8)

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience. Offered for S/U grading only.

EDUC 397A Internship (4-8)

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience. Offered for S/U grading only.

EDUC 399 Research (1-8)

Education research conducted under the supervision of a staff member. Students will design their own project in

consultation with their moderator or work on a faculty-student research project. Permission of instructor required.