

EDUCATION: GRADUATE

The Education Department offers the Master of Science (MS) with a major in education and emphases in English; Math; Reading; Teaching English as a Second Language; Teaching, Learning and Leadership; and Sports Leadership. Please visit the SMSU Graduate Web site: <https://www.smsu.edu/graduatestudies> (<https://www.smsu.edu/graduatestudies/>) or contact Graduate Admissions at 1-800-642-0684, ext. 6819 or CoriAnn.Dahlager@SMSU.edu for additional information.

The program is offered in three formats:

- Blended: Sports Leadership; Teaching English as a Second Language; and Teaching, Learning, and Leadership emphases.
- Off-campus Learning Community(LC): Teaching, Learning, and Leadership emphasis. (see Learning Community information following course descriptions)
- Online: Master of Science in Education with an emphasis in English, Math, or Reading.

The following regulations will govern students accepted into the SMSU Master of Science: Education Program.

1. Students may transfer in no more than nine (9) semester credits previous graduate work from other accredited universities including up to four (4) credits in the emphases. For off-campus learning community formats, students may transfer a maximum of three (3) semester credits. Graduate students interested in transfer credit should complete the Student Petition form (<https://inoweform.campus.mnsu.edu/imagenowforms/fs/?form=SMSU%20Student%20Petition%20eForm>) or request a form from the Education Department.
2. A minimum GPA of 3.0 will be maintained throughout the graduate program. A grade of "C-" or below will not apply toward a Graduate program, Degree or Certificate. A maximum of two "C" grades will be allowed.
3. Students have seven (7) years from the date of their first course registration to complete all requirements for the Master's Degree.
4. Students who do not complete the off-campus program during the two-year cycle may enroll at a later date with another learning community, subject to department and learning community facilitator approval.

Programs Masters

- Education, MS (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/education-ms/>)

Post Graduate

- Education Specialist, Post-Graduate - Educational Administration & Leadership (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/education-specialist-post-graduate-educational-administration-leadership/>)

Graduate Certificates

- Charter School Leadership, Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/charter-school-leadership-certificate/>)

- K-12 Principal, Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/k-12-principal-graduate-certificate/>)
- Reading, Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/reading-graduate-certificate/>)
- Special Education Director, Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/special-education-director-graduate-certificate/>)
- Superintendent, Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/superintendent-graduate-certificate/>)
- Teaching English as a Second Language (TESL), Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/tesl-graduate-certificate/>)
- Technology for Training and Learning, Graduate Certificate (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/technology-training-learning-graduate-certificate/>)

Other Programs

- Graduate Licensures (<http://catalog.smsu.edu/academic-programs-degrees/education-graduate/graduate-licensures/>)

Graduate Courses Adult Education

AE 502 Research in Action Credits: 1

This course offers educators the opportunity to earn university credit while developing reflective practice, practical activities and strategies based on knowledge attained by attending the graduate research conference. Students will attend the one-day learning community conference and then within their own classrooms explore the content, process for design, implementation, and evaluation of the teacher-based action research.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00148219/>)

AE 505 Adverse Childhood Experiences: Foundational Exploration Credits: 3

In this foundational course, educators will explore the latest research to assist with development of a basic understanding of adverse childhood experiences. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications. This course can be taken simultaneously with the subsequent course AE 506: Adverse Childhood Experiences-Intermediate Application.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185215/>)

AE 506 Adverse Childhood Experiences: Intermediate**Application Credits: 3**

In this intermediate course, educators will design and develop a mini action research study utilizing the information and strategies developed in the prerequisite course (Adverse Childhood Experiences: Foundational Exploration). The students will implement the study within their work environment while working with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the current ACES discoveries by implementing, collecting data, and reflecting on the findings.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185216/>)

AE 507 Adverse Childhood Experiences: Action Research Credits: 3

In this advanced course, educators will complete a mini action research paper. Students will take the research discoveries from the prerequisite courses and develop a formal action research paper. This paper must be written per APA guidelines. An advisory panel comprised of course peers and the professor will review and approve the research papers.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185217/>)

AE 509 The Executive Brain: Development Credits: 3

In this course educators will work with professional colleagues in their local educational context, SMSU professor(s), local administrator(s) and community-based professionals to increase their understanding of the executive skills that comprise each of the three major brain networks, how to recognize each of these executive skills, how and when they develop, and how to support their development. Students will study in greater depth each of the executive skills in: the salience network including, the sensory-motor system, memory, relational (analogical) reasoning, attention, motivation, decision-making, self-control, self-assessment and the consequences of ineffective self-assessment; the default mode network including, social-emotional brain, social memory, and the importance of this network in supporting student learning; and the task-specific network, including, critical thinking, language, math, and the core components involved in supporting the most effective development of these skills and students learning.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00194856/>)

AE 510 The Executive Brain: Action Research Project Credits: 3

Using the knowledge gained from The Executive Brain Foundations and Executive Brain Development, educators will collaborate with other professionals to create a classroom action plan for developing of one or more specific executive skills in their students. To do so educators will develop a set of research-based strategies to develop each of those executive skills and integrate them into their classroom practice to improve their students learning and academic achievement. Findings from their action research project will be presented to other educators to support their own and their colleagues professional development, classroom/school change, and curricular and/or policy development in their local schools.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00194783/>)

AE 518 Educator Self-Care Foundational Exploration Credits: 3

Careers where one is expected to manage the learning and behavior of others is stressful. When dealing with a population that has a cadre of issues ranging from safety concerns to academic issues, to behavioral problems, educators are often left feeling defeated and exhausted. In this course educators work with professional colleagues in their local context (peers, administrator(s), community-based professionals, professional organizations) and from SMSU professors to increase their understanding and the importance of educator self-care. Educators will explore the latest research to assist with the development of practical strategies for self-care. Students will learn why self-care matters, why it is important to take care of oneself, and how to develop a self-care plan. In this foundational course, educators will explore and develop strategies for improving quality of life and reversing and/or preventing educator burnout. This course can be taken simultaneously with the subsequent course(s) AE 519: Educator Self-Care Action Research

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00187233/>)

AE 519 Educator Self-Care Action Research Credits: 3

In this advanced course, educators will complete an investigative action-based research project. This project is parallel to our Mini Action Research projects done within the Graduate Learning Communities. Students will take the research discoveries from the prerequisite course (ED 518 Educator Self-Care Foundational Exploration) and will implement the study within their home and work environment while working with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU professor(s) and fellow classmates. Together, they will increase their understanding of the mechanisms for self-care by implementing, collecting data, and reflecting on the findings. 3 credits; A-F grading.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00187276/>)

AE 520 Content Development & Integration Credits: 3

In this course, students will select (or be assigned) a specific topic and will work with professionals in their assigned topic area to develop instructional practices to enhance the content they are developing. They will explore strategies for how the content is applied/integrated into the overall district curriculum. Students integrate their new understandings of real-world applications for a specific topic into the curriculum.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203637/>)

AE 523 The Culture of Poverty: Introduction Credits: 1

This course offers educators the opportunity to increase their awareness of the culture of poverty and the impact it plays with our students, families, communities, and region. The course will provide a physical, social, and psychological understanding of poverty, inducing factors and responses. A broad array of poverty research will be presented and potential plans to assist will be explored.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00218196/>)

AE 524 The Culture of Poverty: Foundational Exploration Credits: 3

In this foundational course, educators will explore the latest research to assist with development of a basic understanding of the culture of poverty and the effects it has on students, families, communities, and especially schools in which they live and work. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00218197/>)

AE 525 The Culture of Poverty: Intermediate Application Credits: 3

In this intermediate course, educators will design and develop a mini action research study utilizing the information and strategies developed in the Foundational Exploration course: AE 522. The students will implement the study within their work environment while working with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the current poverty discoveries in their community by implementing, collecting data, and reflecting on the findings.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00218182/>)

AE 526 The Culture of Poverty: Action-based Investigation Credits: 3

In this advanced course, educators will complete an action-based investigation research project. This project is parallel to our Mini Action Research projects done within the Graduate Learning Communities. Students will take the research discoveries from the related courses and develop a formal action-based resource guide. This guide must be written per APA guidelines. An advisory panel comprised of course peers, school peers, administrator(s), and the professor will review and approve the research presentations.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00218183/>)

AE 528 Evaluating Course & Research Resources Credits: 1

The access to information evolving, it is difficult to know what resources are credible and which are not. In this course, students will learn how to evaluate resources and make decisions regarding what to utilize within their curriculum.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203638/>)

AE 529 Adult Mental Wellness: Issues, Intervention, & Resources Credits: 3

In this course, educators will learn what to do if an adult is having a mental health or substance abuse related crisis. Mental health and substance abuse related risk factors and warning signs will be reviewed and strategies for intervening and assisting will be highlighted. Finally, local agencies/resources will be identified so appropriate referrals can be made. The course objectives will be addressed through a lens of identification, crisis intervention and referral. Further, they will be addressed through the belief that individuals experiencing such challenges can seek professional help, do better, and stay healthy. A component of this course is Mental Health First Aid. The purpose of MHFA is to train people how they can assist in a mental health emergency and lend help to someone in emotional crisis. Just as a medical first responder responds to a medical crisis, this trained mental health first responder will respond to mental health and substance use crisis until professional help arrives. After successful completion of the course, the student will receive a 3-year certification in Adult Mental Health First Aid. Disclaimer: This course is for mental health or substance-abuse related crisis identification, intervention, and referral. It is not a course in diagnosis or treatment.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203657/>)

AE 530 Youth Mental Wellness: Issues, Intervention, & Resources Credits: 3

In this course, educators will learn what to do when a child/adolescent is having a mental health or substance abuse related crisis. Mental health and substance abuse related risk factors and warning signs will be reviewed and strategies for intervening and assisting will be highlighted. Finally, local agencies/resources will be identified so appropriate referrals can be made. The course objectives will be addressed through a lens of identification, crisis intervention and referral. Further, they will be addressed through the belief that youth experiencing such challenges can seek professional help, do better, and stay healthy. A component of this course is Mental Health First Aid. The purpose of MHFA is to train people how they can assist in a mental health emergency and lend help to someone in emotional crisis. Just as a medical first responder responds to a medical crisis, this trained mental health first responder will respond to mental health and substance use crisis until professional help arrives. After successful completion of the course, the student will receive a 3-year certification in Youth Mental Health First Aid. PELSB License Renewal: This course does meet PELSB license renewal conditions for key warning signs of mental illness in children/adolescents and suicide prevention training. Disclaimer: This course is for mental health or substance-abuse related crisis identification, intervention, and referral. It is not a course in diagnosis or treatment.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203659/>)

AE 537 Educators as Professional Presenters Credits: 1-2

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00187267/>)

AE 538 The Classroom Culture: Introduction Credits: 1

This course offers educators the opportunity to increase their awareness of the culture of their classroom/learning environment and the impact it has on students ability to be successful. The course will provide an overview of the 4 C Model: Caring, Constancy, Candor, and Choices and the role each plays in the classroom, inducing factors and responses to the roles each plays. A broad array of 4 C research will be presented and potential plans to assist will be explored.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223519/>)

AE 539 The Classroom Culture: Foundational: Candor and Choices Credits: 3

In this foundational course, educators will explore the latest research to assist with development of a basic understanding of the classroom culture and focus specifically on establishing a candor and choices learning environment. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223540/>)

AE 540 The Classroom Culture Foundational Exploration: Caring and Constancy Credits: 3

In this foundational course, educators will explore the latest research to assist with development of a basic understanding of the classroom culture and focus specifically on establishing a caring and constancy learning environment. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223541/>)

AE 541 The Classroom Culture: Action-based Investigation Credits: 3

In this advanced course, educators will complete an investigative action-based research project. This project is parallel to our Mini Action Research projects done within the Graduate Learning Communities. Students will take the research discoveries from the related courses and develop a formal action-based resource guide. This guide must be written per APA guidelines. An advisory panel comprised of course peers, school peers, administrator(s), and the professor will review and approve the research presentations.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223553/>)

AE 544 Teaching Resilience: Foundational Exploration Credits: 4

In this foundational course, educators will explore the latest research to assist with the teaching of resilience. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223825/>)

AE 545 Teaching Resilience: Intermediate Application Credits: 3

Students identify how teaching and learning of resilience fits into their professional practice and development. These identified areas may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. From the research students will extract resilience (teaching and learning) strategies and will develop an action research project designed to improve, implement or understand teaching resilience. Students conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223826/>)

AE 546 Teaching Resilience: Action Based Investigation Credits: 3

In this advanced course, educators will complete an resilience focused investigative action-based research project. Students will take the research discoveries from the related courses and develop a formal action-based resource guide. This guide must be written per APA guidelines. An advisory panel comprised of course peers, school peers, administrator(s), and the professor will review and approve the research presentations.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223860/>)

AE 580 Science of Reading - LETRS I Credits: 2

This course is a reflective study of the Science of Reading with specific focus on the Language Essentials for Teachers of Reading & Spelling-Volume 1, Units 1-4. Teachers who have completed LETRS Volume 1, Units 1-4 may earn graduate credit with proof of completion with 80% mastery or above by submitting the LETRS certificate, participation in SoR discussions with course colleagues, and crafting a 1,500 word research-based paper regarding structured literacy and The Challenge of Learning to Read content including a reflective component on the implications for teaching and learning related to the bridge to practice activities. Prerequisites: Completion of LETRS training Volume 1. Department reserves the right to remove students from the course who do not meet the prerequisites.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223861/>)

AE 581 Science of Reading - LETRS II Credits: 2

This course is a reflective study of the Science of Reading with specific focus on the Language Essentials for Teachers of Reading & Spelling -Volume 2, Units 5-8. Teachers who have completed LETRS Volume 2, Units 5-8 may earn graduate credit with proof of completion with 80% mastery or above by submitting the LETRS participation in SoR discussions with course colleagues, and crafting a 1,500 word research-based paper regarding structured literacy and The Reading-Writing Connection content including a reflective component on the implications for teaching and learning related to the bridge to practice activities. Prerequisites: Completion of LETRS training Volume 2. Department reserves the right to remove students from the course who do not meet the prerequisites.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223880/>)

AE 603 School Based Management Credits: 1

This course will focus on an analysis of school based management and leadership in American schools. Site visits and panel discussions of superintendents and principals are included in the program. Case studies will be reviewed and analyzed by teams of students. Leadership styles and organizational concepts will be examined. Students will conduct research of management and operations at school sites in the area. A final presentation of research by individual groups will be required. Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165654/>)

AE 699 Coursework Review and Competency Analysis Credits: 1

This course is available to licensed administrators from outside of Minnesota who are seeking to obtain Minnesota administrative licensure as a principal, superintendent, and/or director of special education. Candidates credentials will be evaluated to determine the needed competencies and/or field experiences to gain licensure. This course will be taken to establish a roadmap for the candidate to complete the needed competencies towards licensure requirements. This course can be repeated with the remaining competency levels needed.

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215205/>)

Credentialing Education

CRED 510 Instructional Strategies for College & Technical Colleges Credits: 2

This course is designed to prepare teachers to improve student learning in community and technical colleges. The course will provide students with an overview of the historical, social, and current direction of adult learning theory. It will also explore a variety of traditional and innovative modes of instruction that could be effectively used in the instruction of adults.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00145481/>)

CRED 520 Assessment & Evaluation of Student Learning for Community & Tech Colleges Credits: 2

This is a two-credit undergraduate/graduate course with a focus on both improving and promoting learning in community and technical colleges. A variety of traditional and innovative assessment and evaluation strategies/methods will be addressed that will enhance teaching and learning as a dynamic process to foster student learning. This course will focus on the construction, interpretation, use, and evaluation of student assessment/evaluation methods and tools based on the course/discipline/program outcomes in concert with theoretical assumptions that give meaning to such methods.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00145482/>)

CRED 530 Curriculum Planning & Design for Community & Technical Colleges Credits: 2

This is a two-credit undergraduate/graduate course focused on the development of curriculum and the instructional design of courses within a curriculum in community and technical colleges. Emphasis will be on curriculum and course development focused on educational outcomes and adult learning theory.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00145483/>)

Education

ED 501 Childrens Literature Credits: 2

This course is a study of childrens literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

Pre-Requisite : ED 101 OR EDFN 201 AND ED 102 AND ED 251 OR PSYC 341 OR ED 601

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200158/>)

ED 502 Early Literacy and Linguistics & LAB Credits: 3

This course is an introduction to early literacy and linguistics, which is the scientific study of language. The theory of linguistics and teaching methods will be investigated. Topics taught in this course are language development, including the sounds of language and how they are produced (phonology); the structure of words (morphology); sentence structure (syntax); and how meaning is expressed (semantics). Early literacy topics addressed in this course include concepts about print, alphabetic principle, phonemic awareness, phonics, spelling, fluency, and written language. Emphasis will be placed on teaching techniques, strategies, and assessment tools used to instruct beginning readers, with special focus on the need to differentiate instruction to accommodate the needs of all learners, particularly the struggling reader and students for whom English is a second language. There is a 15-hour field experience attached to this course.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200176/>)

ED 503 English Language Arts Methods & LAB Credits: 3

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing - including media/digital literacy, the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course explores the process of language development and appropriate strategies to stimulate and encourage the continuation of language growth, and includes focus on understanding interrelationships among culture, language, and thought, with emphasis on technology, diversity, and the needs of English learners. Teacher candidates will complete an informal (self-placed) eight-hour field experience.

Pre-Requisite : ED 101 OR EDFN 201 AND ED 102 OR EDFN 102 AND ED 251 OR PSYC 341 OR ED 601

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200197/>)

ED 504 Literacy Methods & LAB Credits: 3

This course addresses the total spectrum of an inclusive P-6 developmental literacy program, including a study of phonemic, graphemic, and semantic systems, as well as strategies for teaching fluency, vocabulary, writing, and comprehension skills to learners. This course includes a field experience with structured assignments for teaching reading skills to diverse learners in grades P-6.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200198/>)

ED 518 Kindergarten Methods & LAB Credits: 3

In order to teach young children it is necessary to be familiar with patterns of growth concerning physical, mental, social, emotional, and aesthetic development of this age group. And to know both methods and materials is essential in order to create a living/learning environment where children can experience the best possible educational program. This course requires a 15-hour field experience.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200204/>)

ED 523 Classroom Management Theories and Practices & LAB Credits: 3

Provide education majors an understanding of the principles of effective classroom management and an opportunity to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; grow in their knowledge on how to create learning environments that contribute to the self-esteem of all persons and to positive personal relations, establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole. Participants will professionally grow in their development of skills necessary to lead with confidence, compassion, creativeness and commitment and team planning and teaching with multi-age grouping for K-6 diverse learners. Elementary and Early Childhood Education majors team-plan and team-teach content and skill objectives during a special two day clinical lab experience in a nearby elementary school for K-6 diverse learners.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200205/>)

ED 524 Elementary Mathematics Methods & Lab Credits: 3

This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of mathematics from pre-kindergarten through grade 8. The course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192659/>)

ED 525 Elementary Science Methods & LAB Credits: 3

This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of science from pre-kindergarten through grade 8. This course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200207/>)

ED 526 Elementary Social Studies Methods & LAB Credits: 3

This course includes the study of pedagogy, standards, teaching strategies and assessments for social studies concepts at the preprimary, kindergarten and elementary levels for PreK - 6 diverse learners. Early Childhood and Elementary Education teacher candidates teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for PK -6 diverse learners.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200258/>)

ED 535 Media Production for Training and Learning Credits: 3

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00187266/>)

ED 546 Advanced Developmental Reading Methods & Research Credits: 3

This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in grades K-8. Curriculum methods and organization of the reading program are explored in the context of best current practice and professional reading standards.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002064/>)

ED 547 Teaching of Literacy Credits: 3

This course will help the teacher construct a framework for supporting content area literacy instruction. The course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures for the 5-12 students.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002062/>)

ED 550 Reading Assessment & Evaluation Credits: 3

This course focuses on assessment of the reading development of individual students and groups of students and the selection of strategies, materials, and instruction for students with a wide range of reading backgrounds and skills.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00000480/>)

ED 551 K-12 Literacy Practicum Credits: 3

This practicum is the capstone of the MN K-12 Teacher of Reading Licensure program. Placements will focus on the elementary, middle, and secondary levels. Reading teacher candidates must complete licensure coursework before enrolling in the Literacy Practicum. This should be the final term of the Reading licensure program. Approval by instructor required. Course may be concurrently taken with ED 450/550.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220481/>)

ED 553 Assessment in Education Credits: 2

This required course will enable teacher candidates to understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200209/>)

ED 558 Action Research Credits: 3

The purpose of this course will be to learn research techniques and applications by participating in action research, specifically the performance assessment required by the State of Minnesota for teacher candidates who want to obtain a Minnesota teaching license. This course will focus on action research and researching learning strategies in preparation for teaching.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200210/>)

ED 559 Professional Development & Action Research Credits: 1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204596/>)

ED 559L Pre-Student Teaching Experience Credits: 0-1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their pre-student teaching experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204616/>)

ED 573 Teacher Licensure Credits: 0

This course consists of the final SMSU School of Education Teacher Education Program requirements for teacher licensure in Minnesota. Teacher candidates successfully completing all the requirements for MN licensure will be moved forward for licensure recommendation.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200260/>)

ED 577 Working with At-Risk Youth Credits: 3

This course explores the predictive factors linked to academic problems and risk behaviors in youth. It is also an evaluation of theories, models, research, and practices as they relate to working with youth in alternative schools, residential settings, and non-familial homes. Other topics of study include common risk behaviors among youth, intervention and prevention programs for at-risk youth, behavior and crisis management, and differential outcomes for youth at risk.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00143917/>)

ED 578 Coordination of Services for At-Risk Youth Credits: 3

This course focuses on the collaborative efforts among agencies serving at-risk youth. Major topics will include collaboration models, initiatives, and structures; benefits of and barriers to effective inter-agency collaboration; community resource mapping and capacity building; information sharing and confidentiality; as well as cultural competency within the context of a service system. Students will also gain a broad understanding of the services and programs designed to assist youth at risk.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00143916/>)

ED 581 Best Practices in Hybrid Teaching Credits: 3

In this course, students will explore how to effectively use blended instruction, both in-person and online, to design instruction, implement, and assess.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00223554/>)

ED 582 Best Practices in Online Teaching Credits: 3

This course focuses on the development of best practices in online teaching. Participants will investigate the roles of the online instructor, the online student, and the integration of technology in creating a successful online learning experience.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00143914/>)

ED 583 Teaching with Technology Credits: 3

This course looks at best practices in the integration of technology into classroom teaching. A variety of tools and applications will be explored in the context of specific content areas and age levels from pre-K through college level teaching.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00143915/>)

ED 584 Collaborative Technology in the Learning & Industry Environments Credits: 3

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS and project management software to determine how well the tool serves the intended purpose and meets the users needs.

Summer Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193655/>)

ED 586 Graduate Topics in Educ Credits: 1-3

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001943/>)

ED 594 Graduate Independent Study Credits: 1-3

Additional work in a particular area, in-depth study or related projects.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00000489/>)

ED 596 Graduate Workshop in Educ Credits: 1-4

Expands and strengthens the teachers ability to develop an in-depth understanding of Reading Recovery practices and theory in order to teach and accelerate the learning of individual children. Classroom instruction is coordinated with the individual instruction of four at-risk students in an integrated field experience. The second semester focuses on understanding the theoretical background of Reading Recovery, analyzing and refining teaching decisions, and becoming reflective teachers.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00000490/>)

ED 599 Internship/Field Experience/Study Credits: 1-8

Field experience designed by requesting student and the faculty member who has agreed to help structure and supervise the experience.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00000491/>)

ED 600 Research Seminar Credits: 1

This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project, the capstone activity for the graduate program.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001972/>)

ED 601 Foundations in Education & LAB Credits: 6

Aspiring educators will learn the foundations of pedagogical practices in an inclusive education. The course will explore learning theories and child development in relation to culturally relevant practices to effectively instruct diverse learners as well as learners with special needs. This course will require a 20+ hour field experience in the appropriate scope and content of (specific) licensure. Prerequisite: Must be admitted to Graduate Program.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204718/>)

ED 602 Curriculum & Instruction for the Culturally Responsive Teacher & Lab Credits: 6

Aspiring educators will learn instructional practices and curricular options for the culturally responsive classroom. The course will explore development and growth, incorporating the interrelationships among culture, language, and thought among the needs of diverse population of students including English learners, learners with disabilities, and gifted and talented learners. Additional focus on teaching methodologies and curricular modifications and adaptations are included. This course will require a 20+ hour field experience in the appropriate scope and content of (specific) licensure. Prerequisite: Admission to the Teacher Education Program.

Pre-Requisite : ED 601

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204719/>)

ED 603 Inclusive Pedagogical Theories and Practices & LAB Credits: 6

Aspiring educators will learn instructional strategies and assessment practices focusing on collaborative methods for working with diverse populations and students with exceptionalities. Additionally, aspiring educators will demonstrate and evaluate pedagogical practices in classroom management and foster home-school-community relationships. This course will require a 20+ hour field experience in the appropriate scope and content of (specific) licensure. Prerequisite: Admission to the Teacher Education Program.

Pre-Requisite : ED 601

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204720/>)

ED 610 Professional Development for Meaningful Learning Credits: 3

Students will identify the cultural and historical influences and knowledge and belief systems which shape, and continue to shape, educational organizations, processes, and individual actions. Students will investigate the concepts and skills used in educational research and evaluate research methodologies. Students will initiate a portfolio as a means of demonstrating professional competencies. Technology will be an integral component in the research and portfolio process.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001949/>)

ED 614 Critical Analysis of Teaching and Learning Credits: 3

This course combines research and theory about teaching and learning that effectively enable educators to make informed decisions to better meet the diverse needs of all learners.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001978/>)

ED 621 Critical Theory of Educational Systems Credits: 3

Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge and belief systems which shape educational organizations. Admission to Education Graduate program is required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002286/>)

ED 622 Research in Education Credits: 3

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154910/>)

ED 623 Professional Planning & Assessment Credits: 2

Students create a portfolio to reflect their professional growth and development. The portfolio will be an accurate portrayal of who they are as educators. Admission to the Education Graduate program is required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002288/>)

ED 624 Research Project Design Credits: 3

Students identify an issue of interest to their professional development. The issue may include, but it is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop a research project designed to improve, implement, or understand the issue identified. Admission to Education Graduate program is required.

Pre-Requisite : ED 622

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002289/>)

ED 625 21st Century Based Teaching and Learning Credits: 3

Students will focus on an in-depth examination of their professional beliefs, values, and knowledge regarding teaching and learning and compare these to the current research base on teaching and learning. With this knowledge they will conduct field studies to determine the influence of their practice on student learning and work to improve that practice. Admission to Education Graduate program is required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154916/>)

ED 626 Democracy, Diversity, and Leadership Credits: 3

Students will critically examine culturally embedded beliefs, knowledge, practices, and organizational structures and processes to determine their appropriateness in a democratic society. Admission to Education Graduate program is required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002291/>)

ED 627 Action Research: Project Implementation Credits: 2

Students implement and complete their action research projects. Admission to Education Graduate program is required.

Pre-Requisite : ED 624

Fall: Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185236/>)

ED 628 Continuing Research Education Credits: 1

This course is for graduate students who have not completed their research at the end of their final research course. Students are required to enroll each semester the student is requesting assistance from graduate faculty and using the library resources or any other University resources. Admission to the Graduate Program is required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182699/>)

ED 631 Professional Learning Communities Credits: 3

Students study social learning and the school as a social learning organization. Students experience first-hand the processes involved in social learning within the learning community context and transfer those processes into classroom practices. Admission to Education Graduate program required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154917/>)

ED 632 Linking Teaching, Content, & Learning Credits: 3

Students examine and connect current research in learning to the content areas in order to develop effective instructional decisions. Students design teaching approaches and learning environments to meet the needs of learners and organizations. Additionally, students engage in the development of personal practice knowledge in the content area as they build a knowledge base of educational research, theory, and practice. Admission to Education Graduate program required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00210943/>)

ED 633 Trends and Issues in Education Credits: 3

Students will research and review literature on a variety of current issues, trends, and reform efforts in education. Admission to Education Graduate program required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154926/>)

ED 634 Educators as Change Agents Credits: 3

Students explore multiple organizational theories and practices, compare and contrast those theories and practices, and assess their value in educational contexts. Students develop or engage in active leadership roles in their educational contexts. Admission to Education Graduate program required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002296/>)

ED 635 Content and Curriculum Development Credits: 3

Students develop and refine curriculum using research-based design models. They research the connection between recent findings in human learning and how these findings translate into more effective curriculum design within their specific content area. Admission to Education Graduate program required.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002297/>)

ED 636 Current Issues in Education Credits: 3

Students will research and review literature on a variety of current issues, trends, and reform efforts in education using an historical context. Students will develop an advocacy position in an issue related to his/her specialty area.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001979/>)

ED 637 Professional Presenters Credits: 1-2

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation. Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00187240/>)

ED 650 Technology Integration as Instructional Leader Credits: 1

Charter School Leaders have the responsibility of overseeing the many operations of the school environment. Utilizing technology to support the day-to-day operations and support best practices is an important aspect of the schools ability to function at a highly productive level. Leaders will explore technologies that focus on two distinct elements: operational and instructional. Software and technology that will assist in the functions of the building, staffing needs, and scheduling will be examined, along with software and technology that supports effective instruction and curriculum development.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193758/>)

ED 651 Practicum in Reading Instruction Credits: 3

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002082/>)

ED 652 Charter Law, Governance, and Policy Credits: 3

This course is designed to provide an understanding and overview of organization of charter school history, systems, management, and leadership theory. Examination of the unique operations of charter schools, along with governance and affiliations with outside entities will be included. This course will analyze and review federal and state laws related to charter school education. Legal issues which affect operation of schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century charter school administrator.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193721/>)

ED 653 Human Resources and Charter Finance Credits: 3

This course focuses on fiscal and human resource management for charter schools. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and local school levels for charter schools. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications. In addition, students will explore staffing, recruitment, selection, and termination processes.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193745/>)

ED 654 Professional Development through Collaboration Credits: 3

Students dialogue with his/her professional organizations, peers, parents, learners, and the community to investigate and generate contextually meaningful personal and social processes of learning and teaching. Students will investigate and develop skills in mentoring, peer coaching, organizational and group dynamics, paradigm theory, conflict resolution/negotiation skills, effective communication, collaboration, and consultation.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002131/>)

ED 655 Mentor Internship I Credits: 1

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193749/>)

ED 656 Mentor Internship II Credits: 1

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193779/>)

ED 657 Mentor Internship III & Capstone Credits: 1

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193750/>)

ED 659 Charter School Community, Climate, and Culture Credits: 3

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a charter school. In addition, relationships and communication with internal and external publics connected to charter schools will be explored.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193730/>)

ED 662 Organization & Administration of Reading Programs Credits: 3

This course will focus on current research, trends, issues, federal and state initiatives, legislation, and resources related to the development, supervision, and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade-book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002081/>)

ED 663 Instructional Leadership I: Mentoring, Observations, & Assessment Credits: 3

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193731/>)

ED 664 Instructional Leadership II: Data Driven Decision Making Credits: 3

This course explores how data based decision making is essential to sound school improvement. Students will explore data systems, technology and resources, and methods of implementation. Students will analyze and evaluate existing plans related to schools needs. Students will examine special needs populations, and diverse student populations and the impact each has on the school climate, culture, and curriculum.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00193732/>)

ED 665 Research Seminar & Field Experience I: Principal Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours. This is the first of three consecutive courses to be taken to complete the Principal Licensure.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220483/>)

ED 667 Research Seminar & Field Experience II: Principal Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. This is the second of three consecutive courses to be completed for the K-12 Principal Licensure. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220484/>)

ED 668 Research Seminar & Field Experience III: Principal Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed for improvement (see Field Experience Handbook). At the conclusion of the 320 hours, students will conduct an exit portfolio review with the University Supervisor.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220485/>)

ED 670 Introduction to Leadership and Educational Issues Credits: 3

Students will explore aspects of leadership through use of questionnaires, leadership assessments, case studies, simulations, and reading. Each student will develop a personal leadership profile and professional development plan. In addition, research teams will explore and present on current issues in education.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165915/>)

ED 671 Portfolio Development Credits: 1

In this course students will explore the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the Principal, Superintendent, and Special Education Director. Students will also review the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies and which have been adopted by the SMSU Department of Education. Students will learn how an e-portfolio will be developed to demonstrate mastery of those competencies using the LiveText program. Students will participate in leadership skills assessments and evaluations to determine their current levels of competency. Students will develop an individual professional development plan (PDP) based on assessments results.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165953/>)

ED 672 Portfolio Implementation Credits: 1

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165956/>)

ED 673 Portfolio Capstone Credits: 1

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure including Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165923/>)

ED 674 Education Systems and Organizations Credits: 3

This course is designed to provide an understanding and overview of organization of educational systems, management, and leadership theory. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century administrator.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165916/>)

ED 675 Legal Issues and Special Education Law Credits: 3

This course analyzes and reviews federal and state laws related to education. Legal issues which affect operation of school districts and schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Students will be engaged in reflections, case studies, inbox activities, research projects, school policy reviews, and debates.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165954/>)

ED 676 Data Driven Decision Making Credits: 3

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165917/>)

ED 677 Educational Administration Licensure by Portfolio Credits: 1-12

This course is available to licensed administrators from outside of Minnesota who are seeking to obtain Minnesota administrative licensure as a principal, superintendent, and/or director of special education. Candidates credentials will be evaluated to determine the needed competencies and/or field experiences to gain licensure. This course will be taken to establish a roadmap for the candidate to complete the needed competencies towards licensure requirements. This course can be repeated with the remaining competency levels needed.

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215206/>)

ED 678 Leadership for Cultural Responsiveness Credits: 3

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00198776/>)

ED 679 Financial and Resource Management Credits: 3

This course focuses on fiscal and human resource management. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and school levels. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications and the Minnesota UFARS system. In addition, students will explore staffing, recruitment, selection, and termination processes.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165955/>)

ED 680 Organizational Management & Leadership in Academic Settings Credits: 3

This course provides students with a comprehensive overview of organization and management theory that will form the framework for sound organizational and management practices for administration in various academic settings. Emphasis: All academic levels and all C & I areas.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001973/>)

ED 681 Transforming Principals & Perspectives Credits: 3

This course will explore principal leadership with an emphasis on developing transformational leaders for 21st Century schools.

Participants will learn about the world of the principal and practice and build skills essential for effective leadership. Exploration of topics relating to p-12 leadership will include: school climate, developing a vision and mission, instructional leadership and curriculum, staff motivation and professional development, scheduling and human resource management, communication with students, staff, parents and community, collaborative leadership, extracurricular programs, school safety and the many other hats the principal wears.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165919/>)

ED 682 Transforming Superintendents & Perspectives Credits: 3

In this course students will explore and understand leadership theory and practice at the executive level. Looking beyond management, students will be immersed in the realities of practice and the specific leadership skills that create effective school systems. Practical topics which will be addressed include strategic planning, goal setting, decision making, budgeting, negotiations and collective bargaining, and effective

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165957/>)

ED 683 Transforming Special Education Director Perspectives and SPED Law Credits: 3

This course will be a Director of Special Education (SPED) leadership course with an emphasis on developing transformational skills for the 21st century. Students will learn about the world of the Director of SPED and practice building skills to become an effective leader. Topics related to the director will include: special education finance, budgeting and accounting, available resources, monitoring of programs, governance and administration of policy, program development, and organizations that serve students and families with disabilities. This course will also provide a review of the state and federal laws governing Special Education in schools in the United States. It includes the legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and ESSA and the implications for Special Education students and SPED directors. Federal and state data privacy legislation and legislation relating to paraprofessionals will also be explored.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00177477/>)

ED 684 Research Seminar & Field Experience I: Director of Special Education Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the first of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy 100 hours toward the completion of the required hours.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220486/>)

ED 685 Research Seminar & Field Experience II: Director of Special Education Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the second of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220499/>)

ED 686 Research Seminar & Field Experience III: Director of Special Education Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220488/>)

ED 687 Ed Specialist Research Credits: 3

Qualified candidates for the Ed Specialist degree conduct action research (field study) in their licensure field and write a formal paper that is presented to a faculty review panel for final approval. The paper is organized according to the Action Research Structural Guidelines using the APA format.

Fall: Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185812/>)

ED 690 Research Design Credits: 3

This course will assist the graduate student in designing and implementing his or her action research project, the capstone activity for the presentation portfolio. Student projects, completed in ED 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and /or improved student learning. This may include a study of his or her own practice, learning environments, and professional standards. Participants will identify a research focus and design, ethical practices, and review related literature. Students will produce the initial chapters of their action research project. The project proposal is committee reviewed and approved.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001904/>)

ED 691 Change Agents in the 21st Century Credits: 3

The purpose of this course is to develop the skills and understanding to lead change in the 21st century schools. In this course students will explore change theory and its application to the school and/or district. Students will review, implement, and evaluate different change processes. Students will also design a comprehensive plan for a new change initiative.

Spring: Department Discretion **Summer** Department Discretion
Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192797/>)

ED 692 Graduate Project Credits: 1-3

This course will assist the graduate student in completing the action research project, the capstone activity for the graduate program. This is a variable credit option intended for graduate students who have initiated the graduate project and are returning to complete their action research project. Candidates may enroll in up to 6 credits in graduate project. Candidates who have not taken credits in ED 692 should enroll in 699.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001974/>)

ED 693 Special Education Law for SPED Directors Credits: 3

This course will provide a study of the state and federal laws governing Special Education in United States Schools. The course will include the Legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and the implications it has for Special Education students.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00166030/>)

ED 694 Research Seminar & Field Experience I: Superintendent Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220497/>)

ED 695 Supervision and School Relationships Credits: 3

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00165963/>)

ED 696 Research Seminar & Field Experience II: Superintendent Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the second of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220498/>)

ED 697 Research Seminar & Field Experience III: Superintendent Credits: 2

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours. An exit portfolio review will be conducted at the conclusion of the field experience.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00220482/>)

ED 698 Ed Specialist Action Research and Paper Credits: 0

This non-credit course will be offered to candidates who elect to earn the Ed Specialist Degree by completing an Action Research Project and a formal paper. Students will study research methods and action research design and will develop and conduct their field study research project in their selected area of administration, Principal, Special Education Director or Superintendent. Students will write a formal research paper following APA action research guidelines. Students will present their research to their graduate committee. A grade of B or higher is required. When completed, the Ed Specialist Degree will be posted on the final transcript and the student will receive the Ed Specialist Degree.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182349/>)

ED 699 Action Research Project Credits: 3

Students demonstrate professional teaching standards through a presentation portfolio that includes completion of the action research project. During this seminar course, the student puts into action and completes his or her project, which was developed in the research design course (ED 690). The data is analyzed, interpreted, and reported. Implications for future action research efforts are identified. The presentation portfolio and research project results are disseminated in a graduate seminar.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00001951/>)

Literature

LIT 523 Shakespeare Credits: 3

This course focuses on examples of Shakespeares best-known tragedies, comedies, histories, and romances. Graduate students will be required to prepare and submit a seminar paper at the conclusion of the course in lieu of the final exam given to undergraduate students. Graduate students will also be tasked with leading and participating more actively in ongoing online discussions.

Spring: Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00194898/>)

LIT 586 Special Topics in Literature Credits: 1-4

These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002622/>)

LIT 622 19th & 20th Century British Literature Survey Credits: 4

This course is a survey of the major British writers from the 19th and 20th Centuries. These literary periods are of special interest: The Romantic Period, the Victorian Period, and the Modernist Period. The class examines all the genres but focuses primarily on poetry, drama, and fiction.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002508/>)

LIT 632 A Survey of American Literature in All Its Diversity Credits: 4

This course includes canonical as well as alternative or marginalized U.S. literary texts. The primary, if not exclusive, focus will be on those texts that have emerged out of marginalized literary traditions. Students will be expected to analyze assigned texts in order to explain how they work, but they will also analyze what historical and cultural forces might have led to texts being included, removed, or left out of the canon. Those analyses along with readings of literary criticism about the American literary survey will equip students to identify and challenge the cultural and political biases that often exist in the background of canon formation, undetected.

Summer Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00198737/>)

LIT 670 World Literature Credits: 4

This course in World Literature covers works from a variety of periods and countries. Selected topics may include different genres of literature from different countries written by members of diverse ethnic groups. Consult the semester class schedule for the selected topic during a given term.

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002506/>)

LIT 686 Special Topics in Literature Credits: 1-4

These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002623/>)

Mathematics

MATH 501 Introduction to Mathematical Logic Credits: 3

An introduction to mathematical logic. Topics include: Sentential logic, the predicate calculus, the statement calculus and its completeness theorem, first order theories, consistency and completeness, and Godels Theorem. This course meets CECF Guidelines.

Spring: Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00184422/>)

MATH 510 Advanced Number Theory Credits: 3

Number theory, which is one of the most ancient branches of mathematics and continues to be an active area of research, is the study of integers, the most basic structure of mathematics, and many of their fascinating properties. For example, it has a major recent day application in communications and cryptography. Topics include proof by induction, divisibility, primes, uniqueness of factorization, congruencies, Chinese Remainder Theorem, Cryptography, Pythagorean triples and other Diophantine equations, Pells Equation, primarily testing, factoring methods, primitive roots, perfect numbers, rational versus irrational, and continued fractions, quadratic congruencies, and quadratic reciprocity. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182630/>)

MATH 515 Advanced Discrete Mathematics Credits: 3

An extension of the usual material presented in an undergraduate course in Discrete Mathematics. Topics will include: coding theory, Polya enumeration, scheduling and bin packing, and combinatorial games. A current computer software package will be utilized to explore these topics. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

Spring: Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182631/>)

MATH 530 Statistics Credits: 3

This course is designed to give students both the theoretical and practical aspects of statistics. Topics include probability distributions of discrete and continuous random variables, mathematical expectations, multivariate distributions, correlations, confidence intervals, hypothesis testing, linear regression, and use of technology. The required preparation for this course is an undergraduate course in statistics, and an undergraduate major in mathematics or mathematics education.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182649/>)

MATH 540 Abstract Algebra Credits: 3

A first graduate course in abstract algebra. Topics may include: groups, subgroups, quotient groups, homomorphisms, isomorphisms, group actions, direct and semidirect products, the Sylow theorems, rings, integral domains, fields, field extensions, and Galois Theory. The required preparation for this course is an undergraduate major in Mathematics or Mathematics Education

Fall: Department Discretion **Spring:** Department Discretion **Summer** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00188366/>)

MATH 545 Advanced Geometry Credits: 3

This course reviews Euclidean, synthetic, analytic, plane and solid geometry, then compares Euclidean geometry to the more recent developments in geometry dealing with non-metric properties. Projective geometry, affine geometry, and topological geometry are used as examples of non-Euclidean systems. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182651/>)

MATH 550 Real Analysis Credits: 3

Topics include: metric spaces, compactness, countability, convergence, continuity, uniform convergence and continuity, differentiation, and integration. The objective of this course is to provide a foundation in the mathematical analysis behind the Calculus. The required preparation for this course is an undergraduate major in Mathematics or Mathematics Education

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182633/>)

MATH 560 Applied Linear Algebra Credits: 3

An extension of the usual material presented in an undergraduate course in Linear Algebra. Topics include vector spaces and linear transformations, algebra of polynomials, invariant subspaces, LU, QR and singular value decompositions, symmetric, positive definite, and Hermitian matrices, inner product spaces, and the spectral theorem. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

Spring: Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182634/>)

MATH 586 Selected Topics in Mathematics Credits: 1-3

A study of more advanced topics in mathematics not normally provided as part of the curriculum.

Fall: Department Discretion **Spring:** Department Discretion **Summer:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00186634/>)

MATH 589 Special Topics in Mathematics Credits: 1-4

Advanced interdisciplinary study of Mathematics. Student may use interdisciplinary research involving Mathematics, and/or Statistics, projects, paper review, or other experiences outside the classroom in real world situations as credit for prior learning towards the 18 graduate credits requirement in Mathematics.

Fall: Department Discretion **Spring:** Department Discretion **Summer:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00200211/>)

Physical Education

PE 550 Practicum in Teaching Credits: 3

This course is designed to provide graduate students the opportunity to apply knowledge, theory, and methods of teaching in a post-secondary educational setting. The course is designed to establish a practicum in teaching opportunity for the graduate student with a faculty member in the Wellness & Human Performance Department providing mentorship.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002111/>)

PE 578 Recreation and Sport Management Credits: 3

This course examines the history, philosophies, and the theories of management in recreation and sports. The student will learn the management policies and procedures used in recreational, fitness and sports settings. The student enrolled in PE 578 will research the complexities of the sport industry, demonstrate application of sports management principles and present two graduate level projects in the areas of human resource management and financing the sport enterprise.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002110/>)

PE 584 Planning Facilities for Physical Activities Credits: 3

The students will gain an understanding of facility development and maintenance. They will learn about the different exterior and interior elements that are needed when developing a facility in the sport, physical education and recreational industries. The students enrolled in PE 584 will research a specialized sport facility, demonstrate application of sports management principles, and present two graduate level projects in the areas of facilities design and facilities operations/management.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002113/>)

PE 588 Legal Aspects in Recreation & Sport Credits: 3

This course will develop the students awareness and knowledge of legal liability relating to recreation and sport. The student will be introduced to tort liability, negligence and risk management principles. A practical approach to topics such as waivers, standard of care, safety, security, right to participate, sexual harassment and abuse, and other legal aspects of recreation and sport.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002112/>)

PE 589 Sports Marketing, Promotion, and Consumer Behavior Credits: 3

This course will focus on a comprehensive examination of the sport industry with an emphasis on marketing sport. The course will investigate common management and marketing science, the nature of sport as a consumer product and market, sponsorship relationships and consumer behavior. The student enrolled in PE 589 will research the sports marketing elements in the national sports scene. Using the framework of strategic sports marketing the student will design two graduate level projects in this area.

Spring: Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002114/>)

PE 601 Philosophy & Ethics in Coaching Credits: 3

This course includes the development of a personal coaching philosophy regarding social responsibility with an emphasis on ethical conduct, values and sport involvement, and the personal growth of the athlete. Admission to Graduate Education program required.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150674/>)

PE 602 Research Foundation in Sport: Methods, Statistics, and Analysis Credits: 3

This course includes the study of research to develop an understanding of the principles and the essential skills needed to engage in research. Admission to Graduate Education program is required.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150675/>)

PE 603 Sports Skills, Tactics, and Evaluation in Coaching Credits: 3

This course includes the study of the skills, tactics, and strategies used to develop a competitive sport program with an emphasis on practice planning, game preparation, and evaluation. Admission to Graduate Education program required.

Pre-Requisite : PE 602 OR ED 622

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150676/>)

PE 604 Educational Principles in Coaching Credits: 3

This course includes the study of methods of implementing educational principles in the daily operation of a sport program with an emphasis on organization, communication, and instructional strategies. Admission to Graduate Education program required.

Pre-Requisite : PE 602 OR ED 622

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150677/>)

PE 605 Physical Preparation and Conditioning Credits: 3

This course includes the study of scientifically sound conditioning programs and the effects of various training programs and nutrition on the physical and mental performance of the athlete. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150678/>)

PE 606 Sport Safety and Injury Prevention Credits: 3

This course includes the study of methods of injury prevention, injury management, and risk management, and the legal responsibilities of the coach. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150680/>)

PE 607 Advanced Practicum in Coaching I Credits: 1-2

This course includes an in-depth coaching experience applying a sports coach's knowledge and skills in a hands-on environment. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150682/>)

PE 608 Organization, Administration and Marketing of Sport Credits: 3

This course includes the study of administrative duties and procedures of a sport program with an emphasis on budgeting, marketing, event management, and facility operations. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150683/>)

PE 609 Psychology of Athletic Performance Credits: 3

This course includes the study of effective methods of teaching and motivation to enhance sport performance and the athletes' overall experience. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150684/>)

PE 610 Legal Aspects of Sport for Coaches Credits: 3

This course includes the development of a deeper understanding of negligence, legal challenges, operational risks, and methods of documentation in sport. Admission to Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150685/>)

PE 611 Portfolio Capstone Credits: 3

This course includes a student-lead capstone project, along with the development of an electronic portfolio of the Coaching Program reflecting the associated National Association of Sport and Physical Education (NASPE) standards. Admission to the Graduate Education program is required.

Pre-Requisite : PE 602 OR ED 622

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150686/>)

PE 612 Advanced Practicum in Coaching II Credits: 1-2

This course includes an in-depth coaching experience applying a sport coach's knowledge and skills in a hands-on environment in a setting beyond that of the Advanced Practicum in Coaching I course and the student's current experience level. Admission to Graduate Education program is required.

Pre-Requisite : PE 602 AND PE 607 OR ED 622 AND PE 607

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00150687/>)

PE 613 Graduate Workshop Credits: 1-3

This course is available, with instructor approval, to students qualified to complete graduate level projects.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00177201/>)

Special Education

SPED 500 Field Experience in Special Education Credits: 1-8

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002584/>)

SPED 530 Foundations in Mild to Moderate Disabilities Credits: 3

This course provides the characteristics and educational programming for mild to moderate disabilities, including emotional behavior disorders, learning disabilities, developmental cognitive disabilities, autism spectrum disorders, traumatic brain injuries, and other health disorders.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154293/>)

SPED 540 Assessment & Educational Planning & Lab Credits: 4

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00160376/>)

SPED 543 Diseases and Disorders in Childhood Credits: 3

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203642/>)

SPED 550 Curriculum Design & Implementation in Special Education Credits: 3

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities.

Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002743/>)

SPED 559 Professional Development & Action Research Credits: 1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204636/>)

SPED 559L Pre-Student Teaching Experience Credits: 0-1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their pre-student teaching experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204637/>)

SPED 560 Positive Behavior Support in Special Education Credits: 3

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002745/>)

SPED 565 Advanced Practicum Credits: 6

This practicum course is for licensed teachers adding a second, third, etc. teaching license in Special Education. Requirement: A practicum of supervised teaching in required grade bands. Course requires special permission.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215826/>)

SPED 566 Special Education ABS Student Teaching K-12 Credits: 6

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, in Kindergarten - Grade 12 classrooms, evaluated by a classroom supervisor and a University Supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission Required.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00210931/>)

SPED 567 Special Education Advanced Student Teaching Credits: 3

Supervised 6-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, in Kindergarten - Grade 12 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission Required.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00210935/>)

SPED 570 Collaboration in Educational Settings Credits: 3

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002736/>)

SPED 580 Procedural Safeguards in Special Education Credits: 3

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002734/>)

SPED 581 Compliant Practices in IEP Writing Credits: 3

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203641/>)

SPED 585 Autism Spectrum Disorders: Issues & Needs Credits: 3

This course provides an overview of autism spectrum disorders for individuals from birth through age 21. Identification and legal requirements, current theories and practices, medical and neurological perspectives, social/behavioral characteristics, and coexisting conditions will be studied with an understanding that educators rely on the assistance of a partnership with parents.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002627/>)

SPED 586 Special Topics Credits: 1-4

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002591/>)

SPED 590 Trends & Traditions in Special Education Credits: 1

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00178046/>)

SPED 610 ASD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192829/>)

SPED 611 DD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192845/>)

SPED 613 EBD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192846/>)

SPED 614 LD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192847/>)

SPED 620 Characteristics of Students with Learning & Behavior Disorders Credits: 3

This course covers the etiology and characteristics of children and youth with learning and behavior disorders. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002593/>)

SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities Credits: 3

An examination of the best practices and procedures for meeting the developmental and learning needs of children and youth with developmental disabilities, including appropriate medical support and adaptive, augmentative, and/or assistive technologies.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00155861/>)

SPED 623 Characteristics of Students with Moderate to Severe EBD Credits: 3

A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154866/>)

SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities Credits: 3

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154867/>)

SPED 625 Applied Research and Assessment in Education Credits: 3

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182458/>)

SPED 626 Research: Project Design Credits: 3

Students identify an issue of interest to their professional development. The issue may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

Pre-Requisite : SPED 625

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182459/>)

SPED 627 Research Project Implementation Credits: 2

Students implement and complete their research project

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154864/>)

SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil Credits: 3

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent living, safety, leisure, and vocational programming.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154919/>)

SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6 Credits: 3

Current research and recommended practices for early intervention will guide the study of the methods and materials employed with infants and young children, birth through age 6.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00155864/>)

SPED 643 Behavior Management & Teaching Strategies Credits: 3

A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002600/>)

SPED 644 Teaching & Achievement Strategies for Learning Disabilities Credits: 3

A study of the theories, content, methods, and materials for delivery of instruction for students with learning disabilities and differences. Procedures to deliver individualized instruction, develop and/or modify instructional materials, and adapt to various instructional models are developed and practiced.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002601/>)

SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 686 OR SPED 687 OR SPED 688

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182807/>)

SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 620

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182790/>)

SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 620

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182703/>)

SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 3 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

Pre-Requisite : SPED 686 OR SPED 687 OR SPED 688

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182702/>)

SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203660/>)

SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Pre-Requisite : SPED 620

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182657/>)

SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Pre-Requisite : SPED 620

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185224/>)

SPED 686 Autism Spectrum Disorders: Assessment & Programming Credits: 3

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002630/>)

SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 3

This course covers the communication needs and supports for individuals with ASD and their relationship to social skill development. The impact of cultural and linguistic diversity is included.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002628/>)

SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 3

This course covers factors that affect behavior in individuals with ASD. This includes research-based methods, proactive strategies, and positive behavioral supports. Includes a field experience.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002629/>)

Teaching ESL

TESL 531 Foundations of Teaching ESL & Lab Credits: 3

This course is designed to introduce TESL teacher candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics impacting the academic experiences of language minority students in the United States. TESL teacher candidates will participate in a 15 hour lab field experience with focus on culturally and linguistically diverse learners. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158667/>)

TESL 532 Understanding Second Language Acquisition Credits: 3

This course is designed to provide an overview of second language acquisition, focusing on communication, pattern, and variability. Through research and practical applications, TESL teacher candidates will develop an understanding of native language acquisition and second language acquisition as well as the impact on the academic setting for ELs, including linguistic, cognitive, social, and affective factors. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158668/>)

TESL 533 Assessment in TESL Credits: 3

This course is designed to focus on assessment of English learners across all content areas. TESL teacher candidates will research, develop, and implement effective assessments for ELs to determine language proficiency as well as academic competency. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Pre-Requisite : TESL 531 OR ED 531

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158669/>)

TESL 534 Second Language Literacy & Linguistics Credits: 3

This course is designed to focus on literacy skills: listening, speaking, reading, writing, viewing, and visually representing with an emphasis on linguistics. TESL teacher candidates will consider first and second language acquisition as well as linguistics in efforts to improve the literacy process for ELs. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Pre-Requisite : TESL 531 OR ED 531

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158670/>)

TESL 535 TESL Methods & Lab Credits: 3

This course is designed to provide TESL teacher candidates opportunities to create, implement, and reflect on the teaching and learning process regarding the integration of content and language instruction. Teacher candidates will consider best practices in the field of ESL including strategies and methods based on evidence. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Pre-Requisite : TESL 531 OR ED 531

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158671/>)

TESL 536 TESL Partnerships Credits: 3

This course is designed to provide TESL teacher candidates with opportunities to focus on standards and principles of ESL while considering community partnerships and involvement of ESL stakeholders. This course has a community component, which requires experiences outside the class; teacher candidates develop and implement a plan of action to demonstrate planning, commitment, and involvement with ESL stakeholders. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158672/>)

TESL 537 TESL Practicum (Teaching ESL Practicum) Credits: 3

This practicum is the capstone of the MN K-12 Teacher of ESL Licensure program. Placements will focus on the elementary, middle, and secondary levels. TESL teacher candidates must complete licensure coursework before enrolling in the TESL Practicum. This should be the final term of the TESL teacher candidates program. Approval by instructor required. Course may be concurrently taken with ED 433/533 Assessment in TESL.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00158673/>)

TESL 559 Professional Development & Action Research Credits: 0.75

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204638/>)

TESL 559L Pre-Student Teaching Experience Credits: 0-1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their pre-student teaching experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204619/>)

TESL 566 Student Teaching: K-12 & Seminar Credits: 6

Supervised capstone clinical experience for K-12 ESL licensure evaluated by a classroom supervisor and an University supervisor and meeting program approved licensure requirements. Candidates demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00218361/>)