

EDUCATION (EDUC)

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

Participants will examine trends in education, the philosophical foundations and the history of P-12 education. Additionally, they review the social problems and tension points in American education. Participants also examine the effects of their own culture on their education and begin an exploration of teachers' awareness of diversity issues in education as well as their sensitivities toward working with diverse student populations in various settings.

Prerequisites: None

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Education or Secondary Education.

Attributes: CSD: Identity (CI)

EDUC 203 Development, Learning, and Mental Health in Childhood and Adolescence (4 Credits)

This course applies theories of education and psychology to support the holistic development and mental health of children, with an emphasis on humane and compassionate practice in applied settings. Students will critically analyze the domains of development and their intersectionality, considering contextual influences. Further, students will learn about exceptionalities; how mental health, maltreatment, and trauma play a role in development; and how to best support students (such as through trauma-informed teaching practices). Students will actively learn, apply, and integrate theory to inform their practices as future educators, psychologists, practitioners, policy makers, learners, and citizens.

Prerequisites: EDUC 111

Attributes: Social World (SW), Thematic Encounter1/2-Justice

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

This course develops pre-service teachers' abilities to make decisions when working with diverse student populations in K-6 classroom settings. Students complete 35 clinical hours in a classroom with a mentor teacher and a culturally diverse student population. From this experience, students begin to appreciate the dynamics of a culturally diverse classroom in a real-world setting.

Prerequisites: EDUC 111

Corequisites: EDUC 215, EDUC 241, EDUC 323

Restrictions: Enrollment is limited to students with a major in Elementary Education.

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

This course develops pre-service teachers' abilities to make decisions when working with diverse student populations in K-12 or 5-12 classroom settings. Students complete 35 clinical hours in a classroom with a mentor teacher and a culturally diverse student population. Students can choose to complete the clinical hours throughout the semester or during a CSB + SJU break (winter, spring, or in May after classes have adjourned for the semester). From this experience, students begin to appreciate the dynamics of a culturally diverse classroom in a real-world setting.

Prerequisite: EDUC 111.

Prerequisites: EDUC 111

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

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

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

Prerequisites: None

Attributes: Human Experience (HE)

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

This course explores aspects of the human experience through reading, discussing, and analysis of literature and poetry written for children. Students will encounter themes related to justice within children's literature. Topics include cultural representation, accuracy, and authenticity, distinguishing characteristics of a variety of genres, the dynamic interaction of literary elements, approaches to critical analysis, problems of censorship, and developmental considerations for young audiences. Emphasis is placed on writing and discussion processes. Literature for the course is selected to represent a variety of diverse cultures.

Prerequisites: EDUC 111

Corequisites: EDUC 212, EDUC 241, EDUC 323

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

EDUC 216 Exploring Justice through Young Adult Literature (2 Credits)

This course explores aspects of the human experience and concepts of justice through discussion and analysis of young adult literature (YAL). YAL is an exploding field of literature written specifically for young adults (ages 12-18) that addresses often edgy or taboo contemporary social issues. Participants will explore themes of identity and community as well as concepts of justice including environmental, social, political, economic, and educational justice. The course is designed for students of all majors and minors interested in exploring concepts of justice and aspects of the human experience through literature.

Prerequisites: None

Attributes: Human Experience (HE), Thematic Encounter1/2-Justice

EDUC 241 Fine Arts Content and Pedagogy: K-6 (4 Credits)

This course provides an introduction to the basic structural elements, principles, and vocabulary of the visual and performing arts. Students will explore various art forms, including visual arts (such as painting, sculpture, and fiber) and performing arts (such as music, theater, and dance). Through hands-on activities, discussions, and analysis of artworks, students will learn to perform and create using the basic elements and processes of visual and performing arts. Additionally, the course will examine the role of visual and performing arts in culture, highlighting their historical, social, and cultural significance. This course also provides educators with a comprehensive understanding of strategies for fostering artistic modes of expression and thinking within the elementary curriculum. Participants will explore the characteristics of children's developmental stages in the visual and performing arts and learn to design effective lesson plans that maximize learning by incorporating a wide variety of materials and technology resources. With teaching experience in a K-6 field experience. Additionally, participants will gain knowledge of assessment strategies, instruments, and technologies suitable for evaluating learning outcomes and diagnosing student progress.

Prerequisites: EDUC 111

Corequisites: EDUC 212, EDUC 215, EDUC 323

Attributes: Artistic Expression (AE)

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

This course is designed to give students a broad experience in the content of the natural science appropriate for the mid-level science education (grades 5-8). This course will help students develop an understanding and appreciation of the nature of science, the evolution of science, how we see science, the role of science in society, and the prospects of science in the future using the inquiry process. This course emphasizes content in the domains of earth and space science, and physical science.

Prerequisites: (BIOL 101 or BIOL 101Z) and (CHEM 125 or CHEM 125A or HONR 210E) and (PHYS 105 or PHYS 105Z)

Equivalent courses: EDUC 278

EDUC 271 Individual Learning Project (1-4 Credits)

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

Prerequisites: None

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

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

Prerequisites: None

EDUC 301 Multilingual Learners: Essential Understandings and Strategies for Success (2 Credits)

EDUC 301 develops future educators' essential understandings, skills and strategies for teaching multilingual learners, emphasizing an asset-based mindset that values students' individual experiences, abilities, and cultural backgrounds.

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education.

EDUC 302 Assessing English Language Learners (2 Credits)

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

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education.

EDUC 303 Theoretical Foundations of ESL (4 Credits)

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

Prerequisites: EDUC 300 (may be taken concurrently) or ENGL 387 (may be taken concurrently)

Attributes: Social World (SW), Thematic Encounter3 - Movement

EDUC 304 ESL Methods and Materials (4 Credits)

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

Prerequisites: EDUC 300 (may be taken concurrently) or ENGL 387 (may be taken concurrently)

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Education, Secondary Education or Teaching English Second Lang.

Equivalent courses: EDUC 319

Attributes: Writing Requirement (WR)

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

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

Prerequisites: EDUC 111

EDUC 307 Finland and Denmark – Linking Science and Movement with Educational Success (4 Credits)

The goal of this course is to explore how schooling shapes and perpetuates cultures by examining schools in Finland and Denmark. Finland and Denmark are known to have some of the best education systems in the world. In this course, students will explore the interdisciplinary approach to the educational systems and be looking at what is taught as part of the national curriculum and how this aligns to cultural practices of movement and nutrition. Students will observe students, teachers and university faculty in the countries. This course will review the research related to the practices of physical activity, wellness, and nutrition that are incorporated throughout the school day. Students will also explore the concepts of hygge and sisu in the Scandinavian countries.

Prerequisites: None

Attributes: Global Engagement (GL)

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

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

Prerequisites: EDUC 111

Equivalent courses: HIST 365

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

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

Prerequisites: EDUC 212

Corequisites: EDUC 346

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Experiential Engagement (EX)

EDUC 321 Music Pedagogy K-6 (3 Credits)

Music majors actively learn to teach K-12 general music and instrumental and choral performance ensembles. Students become familiar with the National Arts (music) Standards and Minnesota Music Content Standards and Standards of Effective Practice for K-12 students. Observations and teaching experiences are required in K-6, mid-level, and secondary classrooms.

Prerequisites: (EDUC 212 or EDUC 213)

Equivalent courses: EDUC 324, EDUC 336, EDUC 342, EDUC 346

EDUC 323 Elementary Science Content (4 Credits)

The purpose of this course is to provide pre-service teachers with content specific knowledge, methods, and theoretical basis necessary for success in the elementary science education classroom. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry, modeling, representations, science as a coherent and connected subject, and technology integration. The course is also designed to help pre-service teachers develop an understanding of how to use national and state science standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich the science instruction.

Prerequisites: EDUC 111

Corequisites: EDUC 212, EDUC 215, EDUC 241

Restrictions: Students with the 2025-2026 Registration Cohort attribute may not enroll.

Attributes: Natural World (NW), Thematic Encounter3 - Truth

EDUC 324 Music Pedagogy (K-12) (4 Credits)

Music majors actively learn to teach K-12 general music and instrumental and choral performance ensembles. Students become familiar with the National Arts (music) Standards and Minnesota Music Content Standards and Standards of Effective Practice for K-12 students. Observations and teaching experiences are required in K-6, mid-level, and secondary classrooms.

Prerequisites: EDUC 212 or EDUC 213

Equivalent courses: EDUC 321, EDUC 322

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

EDUC 325 Mathematics Pedagogy K-6 (4 Credits)

Course participants explore and apply the central concepts, tools of inquiry and structure of mathematics education. Aspects of the MN Academic Standards and the National Council of Teachers of Mathematics Standards are addressed. Participants create and implement developmentally appropriate lessons which follow the outcome/assessment/curriculum/instruction in an elementary school classroom. These lessons also include accommodation for learners with diverse backgrounds and learning modes.

Prerequisites: MATH 121 and MATH 180 and EDUC 212

Corequisites: EDUC 334

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 334 Science Pedagogy K-6 (4 Credits)

Participants study the central concepts and structures of science and plan and implement age-appropriate instruction based on the Constructivist model of learning. The identification of misconceptions and ways to address them through hands-on activities are included. Science process skills and the nature of science constitute a thread running throughout the course, as well as the incorporation of multicultural and special needs issues. Aspects of the MN Academic Standards and the National Science Teaching Standards are implemented in long and short term instructional planning. Clinical observations and a teaching experience are required.

Prerequisites: EDUC 212 and EDUC 323

Corequisites: EDUC 325

Restrictions: Enrollment is limited to students with a major in Elementary Education.

Attributes: Writing Requirement (WR)

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

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

Prerequisites: EDUC 212 or EDUC 213

Restrictions: Enrollment is limited to students with a minor in Art, Elementary Education or Secondary Education.

Attributes: Experiential Engagement (EX), Writing Requirement (WR)

EDUC 341 World Language Pedagogy K-12 (4 Credits)

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

Prerequisites: HISP 312 or HISP 316

Restrictions: Enrollment is limited to students with a major in Secondary Education.

Attributes: Writing Requirement (WR)

EDUC 346 Reading, Writing, and Language Pedagogy K-3 (4 Credits)

This course prepares future elementary teachers to teach reading, writing, speaking, and listening in elementary schools. Participants will learn about the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course addresses oral language, writing, dyslexia, other disabilities that affect reading, and English Learners/Multi-Lingual (ELs/MLs) literacy learners. Participants demonstrate their understanding and ability to teach K-2nd grade literacy lessons in a field experience during which they will apply their learning to conduct assessments, plan lessons, deliver instruction, and engage in reflection.

Prerequisites: EDUC 212

Corequisites: EDUC 318

Restrictions: Enrollment is limited to students with a major in Elementary Education.

EDUC 348 Reading, Writing, and Language Pedagogy 4-8 (4 Credits)

This course prepares future elementary teachers to teach reading, writing, speaking, listening, and media literacy, literature, and informational texts. This course will address the 5 pillars of reading with an emphasis on fluency, vocabulary, and comprehension. Participants will learn about digital literacies, media literacies, critical literacies, culturally relevant pedagogy, dyslexia, other disabilities that affect reading, and English Language/Multi-Lingual literacy learners. Participants demonstrate their understanding and ability to teach elementary literacy lessons in a field experience during which they will apply their learning to conduct assessments, plan lessons, deliver instruction, and engage in reflection.

Prerequisites: EDUC 212 and (EDUC 346 or EDUC 347)

Restrictions: Enrollment is limited to students with a major in Elementary Education.

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

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

Prerequisites: EDUC 111

Restrictions: Enrollment is limited to students with a major, minor, or concentration in Secondary Education or Teaching English Second Lang.

EDUC 355 Pedagogy in Grades 9-12 (4 Credits)

Participants learn and apply the principles of effective long and short term planning of developmentally appropriate lessons for students in grades 9-12. In addition, participants develop a variety of authentic assessment strategies for their particular disciplinary area, including aspects of the MN Standards and appropriate National Standards. A field experience is required with this course.

Prerequisites: EDUC 213

EDUC 355A English Pedagogy in Grades 9-12 (4 Credits)**Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major, minor, or concentration in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355B Social Science Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355C Mathematics Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Experiential Engagement (EX), Writing Requirement (WR)**EDUC 355D Science Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a minor in Secondary Education.**Attributes:** Writing Requirement (WR)**EDUC 355E Theology Pedagogy in Grades 9-12 (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major, minor, or concentration in Secondary Education.**EDUC 356 World Languages in the Elementary School (K-8) (4 Credits)**

This course is designed to meet the needs of the world languages teacher in the elementary classroom. Course focus is on current theories of second language acquisition, communicative methods and techniques for teaching second language and culture in a variety of K-8 settings. These topics will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will also learn about the principles of foreign language immersion. A field experience requires observations and teaching in a K-8 setting, with the option to do so in a language immersion classroom.

Prerequisites: EDUC 212**Restrictions:** Enrollment is limited to students with a major in Elementary Education.**Attributes:** Writing Requirement (WR)**EDUC 358 Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies (4 Credits)**

The participants in this course will gain an understanding of the importance of literacy instruction in the middle school curriculum.

The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school.

Developmentally appropriate practices in middle level content areas are explored. Both Minnesota and National Standards are examined and used in planning lessons that are appropriate for the student. Curricular materials and resources are reviewed for use in teaching. A field/teaching experience at the middle school is integrated into the course.

Prerequisites: EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Secondary Education.**EDUC 358A Mid Level Literacy and Pedagogy in Social Science (4 Credits)****Prerequisites:** EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Social Science.**EDUC 358B Mid Level Literacy and Pedagogy in Language Arts (4 Credits)****Prerequisites:** EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or English.**EDUC 358C Mid Level Literacy and Pedagogy in Science (2-4 Credits)****Prerequisites:** EDUC 212 or EDUC 213**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Social Science.**EDUC 358D Mid Level Literacy and Pedagogy in Mathematics (4 Credits)****Prerequisites:** (EDUC 212 or EDUC 213)**Restrictions:** Enrollment is limited to students with a major in Elementary Education or Mathematics.**EDUC 359 Issues in Education K-12 (1-2 Credits)**

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

Prerequisites: EDUC 212 or EDUC 213**EDUC 360 Student Teaching K-6 (8-16 Credits)**

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

Prerequisites: None**EDUC 360A Student Teaching K-6 (1-16 Credits)**

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

Prerequisites: None

EDUC 361 Student Teaching K-8 (8-17 Credits)

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

Prerequisites: None

Equivalent courses: EDUC 361A

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

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

Prerequisites: None

Equivalent courses: EDUC 361

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

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

Prerequisites: None

EDUC 362A Student Teaching 5-12 (1-8 Credits)

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

Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

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

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

Prerequisites: None

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

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

Prerequisites: None

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

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

Prerequisites: None

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

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 9-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Student Teaching.

Prerequisite is successful completion of all major and Education courses and requirements and approval of the Director of Student Teaching.

Prerequisites: None

EDUC 368 International Teaching Externship (ITE) (1 Credit)

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

Prerequisites: None

EDUC 370 SCSU/SABRO COURSES (1-5 Credits)

Prerequisites: None

EDUC 370FA Introduction to Elementary Teaching - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

EDUC 370FB Teaching Practicum - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

Attributes: Experiential Engagement (EX)

EDUC 370FC Language Development from a Cross-Cultural Perspective - France (3 Credits)

Prerequisites: None

Corequisites: XXXX 52

EDUC 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

Prerequisites: EDUC 212 or EDUC 213

Restrictions: Students with a class of First Year may not enroll.

EDUC 379A Educational Psychology: Myths Versus Science (4 Credits)

This course challenges students to consider their beliefs and experiences related to behavior and assessment; grapple with myths and misconceptions about education and psychology; and actively compare such beliefs and myths with theory and research-based practices in educational psychology. Students will consider several questions related to examining the truth theme, such as: What influences behavior, and how do we motivate productive behaviors and establish engaged and equitable environments? In what ways can assessment become meaningful? How can we interpret, collect, and use data and statistics to improve learning and behavior? In this course, students will actively learn, apply, and integrate theory to inform their practices as future educators, psychologists, practitioners, policy makers, learners, and citizens.

Prerequisites: EDUC 111, Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Students with a class of CE - First Year or First Year may not enroll. Enrollment is limited to students with a major, minor, or concentration in Elementary Education, Psychology or Secondary Education. Students with the 2025-2026 Registration Cohort attribute may not enroll.

Equivalent courses: EDUC 310

Attributes: Quantitative Reasoning (QR), Social World (SW), Thematic Focus - Truth

EDUC 390 Ethics in Human Relations (4 Credits)

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

Prerequisites: EDUC 111, Learning Foundations (LF), Theological Encounter (TE), and Cultural and Social Difference: identity (CI).

Restrictions: Enrollment is limited to students with a major in Elementary Education or Secondary Education. Students with the 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Attributes: Benedictine Raven (BN), CSD: Systems (CS)

EDUC 396 Education Field Experience (1-16 Credits)

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

Prerequisites: None

EDUC 397 Internship (1-8 Credits)

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

Prerequisites: None

Attributes: Experiential Engagement (EX)

EDUC 399 Research (1-8 Credits)

Education research conducted under the supervision of a staff member. Students will design their own project in consultation with their moderator or work on a faculty-student research project.

Prerequisites: None