Education Courses

ED 1100 Education & Society (3 credits)
This course explores the social and historical foundations of education in the United States and Minnesota. Histories and current contexts of the education of marginalized/diverse peoples are explored. Social identities and biases and their effects on teaching and learning are explored. Current legal and ethical responsibilities of teachers are examined along with emerging trends in public education.

ED 2100 Child Development and Learning (3 credits)
Child development and learning from prenatal through eight years of age. Emphasis on developmental domains and learning: physical (including health practices), cognitive, language, emotional, social (includes cultural), and creative. Assessment of development and learning. Field experiences required for child observation and assessment. Prerequisite: 2.50 GPA.

ED 2110 Educational Psychology and Learning Theories (3 credits)
Educational Psychology is a foundational course that explores the principles underlying the teaching and learning process. Topics include learning theories, learner characteristics, development factors that influence how students learn, social emotional learning, motivation and engagement and cultural influences on learning. The focus is on planning effective instruction, management, and assessment.

ED 2300 Field-Based Inservice I (1-3 credits)
This course is designed to provide direct learning support for students enrolled in the first year of the Field-Based Elementary program. The course will explore connections between specific course content and the practical experiences students are gaining in their field placements. Through facilitated interactions between students, master teachers, and university faculty, the course will provide opportunities for reflection, analysis, and application of theoretical knowledge to real-world teaching contexts. Prerequisite(s): Completion of all major coursework. This course is repeatable for up to 3 credits.

ED 2925 People of the Environment: Education Perspective (3 credits)
This course will survey the philosophical, historical, and ecological basis for environmental education within the context of K-12 educational institutions. Environmental issues of a local, state, federal, and global nature will be investigated. The role of pedagogy as a basis for changing societal attitudes relative to environment will be explored.

ED 3100 Introduction to the Foundations of Public School Education (3 credits)
Introduction to the historical, social, and political foundations of public school education. Introduction to the roles, functions, and responsibilities of an elementary or secondary public school teacher; a practicum experience.

ED 3110 Educational Psychology (3 credits)
A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors.

ED 3140 Human Diversity and Educational Equity (3 credits)
This course equips future teachers with the knowledge and skills to create equitable learning environments. Through a critical examination of race, ethnicity, and culture, we explore the complex interplay of identity formation, intersectionality, and power dynamics in educational settings. Using culturally responsive and sustaining pedagogies will serve as a foundation for creating opportunities for students to learn about power and oppression and to empower students to challenge biases, discrimination, prejudices and structural inequalities. Learners will practice selecting and using diverse curriculum resources, collaborating with families, and creating supportive, responsive classrooms. Prerequisite(s): (ED 1100 and ED 2110) or (ED 3100 and 3110).

ED 3170 Education of the American Indian (3 credits)
Survey of traditional and western models used in the education of American Indians from colonial times to the present.

ED 3201 Language Arts I (3 credits)
A survey of various approaches and an investigation of the multiplicity of tasks involved in the teaching of elementary school reading. Focuses on emerging literacy development as well as assessment in the early years of learning to read. Co-requisite(s): ED 3100 and ED 3110.

ED 3202 Language Arts II (3 credits)
Focuses on the use of children's literature in the elementary and middle schools and the role of literature in a balanced literacy program and continued language development. A balanced literacy program includes the integration of reading, writing, spelling, listening, speaking, and viewing skills meeting the needs of diverse learners. Prerequisites: ED 3201 for Elementary Education licensure candidates.

ED 3203 Language Arts III (3 credits)
Focuses on literacy components of the elementary and the middle school reading program. Special emphasis is given to the development of literacy skills in writing, listening, speaking, media literacy, and presenting and viewing as a part of a holistic view of language and communication. Prerequisites: ED 3202 for Elementary Education licensure candidates.

ED 3208 Developmental Reading in Middle School (3 credits)
Intensive study of reading in the middle school grades with an emphasis on instructional problems, methodology, and materials. Prerequisite: ED 3201.

ED 3212 Curriculum Instruction using Response to Intervention (RTI) (3 credits)
This course is designed to provide students with opportunities to apply learning in an authentic setting. Students will demonstrate-through fieldwork, online discussion, and course assessments-their knowledge of curriculum using Response to Intervention (RTI) and how to supervise a reading program. Prerequisites: ED 3201 (Elementary Students) or ED 4737 (Secondary Students).

ED 3221 Elementary Math Methods (3 credits)
Objectives, materials and methods of teaching modern mathematics. Requires visits to elementary schools. Prerequisites: ED 3100, MATH 1011 and Math 1013.

ED 3222 Elementary Science Methods (3 credits)
Consists of 1) a process science component covering physical, earth, and life science as related to Piagetian learning theory, and 2) an environmental education component including the philosophy, objectives, methods, and materials of environmental education. Prerequisites: ED 3100 and ED 3110.

ED 3240 Social Studies in the Elementary School (3 credits)
Objectives, strategies, and materials related to teaching social studies in the elementary school. Prerequisites: ED 3110, and ED 3140.

ED 3300 Field-Based Inservice II (1-3 credits)
This course is designed to provide direct learning support for students enrolled in the second year of the Field-Based Elementary program. The course will explore connections between specific course content and the practical experiences students are gaining in their field placements. Through facilitated interactions between students, master teachers, and university faculty, the course will provide opportunities for reflection, analysis, and application of theoretical knowledge to real-world teaching contexts. This course is repeatable for up to 3 credits.

ED 3302 Creative Process Foundations: Patterns (3 credits)
A comprehensive and holistic approach to arts education designed to provide pre-service teachers with a set of tools and strategies to teach the arts and incorporate them with other core disciplines. It provides the tools and resources to prepare teachers and students to create knowledge--emphasis on "create".

ED 3305 Literature Based Differentiated Instruction (3 credits)
This course emphasizes theory and practice in understanding, diagnosing and correcting problems in reading through differentiated literature-based instruction. Sims strategies as well instructional differentiated instruction will be introduced and implemented in a 20-hour clinical experience. (3 credits) Prerequisites: ED 3201 (Elementary Students) or ED 4737 (Secondary Students).

ED 3310 Creative Arts in Education (3 credits)
A holistic approach to arts education is designed to provide teacher candidates with a set of tools and strategies to teach with and through both the visual and performing arts (visual art, drama, dance/movement, and music) to create knowledge and incorporate and connect them with other core disciplines. Emphasis on 'create'. Prerequisite(s): Admitted to Education Program.

ED 3350 Principles and Strategies of Teaching (3 credits)
This course carefully examines the teaching and learning process using an equity lens. Planning culturally responsive, interdisciplinary instruction that incorporates real-world, project-based approaches utilizing community resources is explored. Anti-racist and culturally responsive pedagogies are practiced. Motivation for learning and student engagement are connected to instructional and assessment strategies and learning environments. Students develop resources and strategy banks for making equity central to the teaching and learning process. Co-requisite(s): (ED 1100 and ED 2110) or (ED 3100 and ED 3110).

ED 3410 Secondary Science Methods (4 credits)
Introduces strategies and materials for teaching science grades 5-12. Discusses the teaching of science through a hands-on, inquiry-oriented methodology, and includes laboratory activities, class discussions, and modification of materials to address current Minnesota state standards. A field experience is required in an appropriate grade level with public school students. Prerequisite: Senior status or consent of instructor.

ED 3417 Teaching and Learning in the Middle School (3 credits)
Course provides comprehensive preparation for teaching in the middle school. Topics of study include young adolescent development; the family's impact on the middle school learner; middle school philosophy and structures; content, instruction, and assessment at the middle school level; and community engagement and the middle school.

ED 3440 Mathematics Methods in the Secondary School (4 credits)
This course will familiarize students with NCTM Standards, lesson planning, Minnesota Frameworks and Standards, Graduation Rule, objectives, methods, and materials. 25 hour practicum required. Prerequisites: ED 3110 or consent of instructor.

ED 3500 Young Children with Special Needs (3 credits)
Introduction to teaching young children with special needs. Includes discussion of important aspects of education for young children in special education and mainstreamed settings. Students interrelate experiences working with young children with special needs to developing an educational philosophy. Prerequisite: ED 3110 or consent of instructor.

ED 3580 Teaching of Middle and Secondary School Social Studies (3 credits)
Objectives, activities, methods, and materials in teaching social studies in grades 5-12. A total of 25 hours of field experience in a middle or secondary social studies classroom is required. Prerequisite(s): ED 3110.

ED 3670 Foundations of Early Childhood Education (3 credits)
Social, psychological, historical, and educational foundations of kindergarten and prekindergarten programming are explored. Emphasis is placed on efforts of modern programs to adapt curriculum and instruction to the developmental levels and experience backgrounds of young children. Content will be geared toward teaching at the kindergarten and prekindergarten levels. Requires visitations at level of professional interest.

ED 3677 Relations and Management in Early Childhood Education (3 credits)
Study and development of skills in relations with young children, parents, and co-workers. Guidance and group management techniques are addressed for working effectively with prekindergarten and young school aged children. Experience in prekindergarten or kindergarten settings is a part of the class.

ED 3780 Inclusive Teaching and Classrooms (3 credits)
Focuses on designing and managing the learning environment to meet needs for growth in all learners in affective, cognitive, psychomotor, and social domains. Theories of individual behavior, diverse learners, group dynamics, communication, behavioral interventions, and classroom management presented and applied in simulations. Research on related topics is undertaken. Prerequisites: ED 3100, ED 3110, ED 3140, and ED 3350.

ED 4300 Field-Based Inservice III (1-3 credits)
This course is designed to provide direct learning support for students enrolled in the final year of the Field-Based Elementary program. The course will explore connections between specific course content and the practical experiences students are gaining in their field placements. Through facilitated interactions between students, master teachers, and university faculty, the course will provide opportunities for reflection, analysis, and application of theoretical knowledge to real-world teaching contexts. This course is repeatable for up to 3 credits.

ED 4599 Teacher Leadership (3 credits)
This course equips aspiring educators with the leadership skills necessary to create equitable and inclusive learning environments. Building upon the field-based experiences and anti-racist/equity focus of the program, this course examines the essential components of effective leadership, data analysis, classroom management, technology integration, and teacher wellness. Through a combination of theoretical exploration and practical application, students will develop the capacity to lead change and foster positive learning outcomes for all students. Prerequisite(s): ED 3140 and ED 3350. Course is repeatable for credit.

ED 4700 Developmentally Appropriate Preprimary Education (3 credits)
Students will design and implement developmentally appropriate curriculum in programs serving preschool children and their families. Students will develop integrated learning experiences across all developmental domains as described in Minnesota's Early Indicators of Progress. Students will assess the development and learning of children and use this information in planning and instructional decision-making. Students will plan and teach lessons using developmentally appropriate instructional strategies reflecting knowledge of children's development and individual and community sociocultural contexts. This course requires 20 hours of field experience in a preschool setting. Prerequisite(s): ED 3670.

ED 4737 Content Area Reading (3 credits)
Intensive study of content area reading issues. Assessment techniques and instructional strategies appropriate for grades four through twelve. Literacy requirements addressed include application competencies that take into account classroom experiences related to various disciplines. Prerequisites: ED 3100 and ED 3110.

ED 4740 Methods of Using Instructional Technology (3 credits)
Fundamentals of theory and practice in using instructional technology in teaching. Explores current and future methods of teaching with technology. Assists teachers and prospective teachers in utilizing various instructional technologies in their teaching.

ED 4760 Vocal Music Consultant in the Elementary School (1 credit)
Music resources, films, records, song literature, and community resources; demonstration and observation lessons; workshops, staff relations, purchase and maintenance of materials and equipment.

ED 4778 Teacher Leadership (3 credits)
This course prepares aspiring educators with the leadership skills needed to cultivate equitable and inclusive learning environments. Grounded in field-based experiences and an anti-racist, equity-focused framework, the course explores key aspects of effective leadership, data analysis, classroom management, technology integration, and teacher wellness. Through a blend of theory and hands-on practice, students will develop the ability to lead change and enhance learning outcomes for all students. Prerequisite(s): ED 3140, ED 3350.

ED 4790 Teaching PK-12 Multilingual Learners (3 credits)
This course is an intensive study to develop instructional competencies that support the literacy development of students from culturally and linguistically diverse backgrounds. Pedagogical approaches and methods, curriculum planning, assessment, differentiated instruction, materials adaptation, and collaborative teaching will be presented. The course will examine cross-disciplinary literacy instruction and approaches to develop students¿ reading, writing, speaking, and listening skills in all content areas. This course is designed for teacher candidates, experienced teachers, and those who want to develop their knowledge and understanding of fundamental principles, practices, and policies for working with multilingual learners.

ED 4799 The Professional Teacher (1 credit)
Students study the role of the student teacher in planning for full-time teaching. Reviews classroom procedures, organization, planning, and technologies, and covers student teacher and beginning teacher procedures, general background, introduction to the classroom, teaching strategies, language, thinking, evaluation, employment (including letters of application, resume writing, and interviews), and continued professional growth. The course must be taken the semester before student teaching. Note: Elementary majors must successfully complete all methods courses prior to student teaching; secondary majors must successfully complete all methods courses and 80 percent of their content courses prior to student teaching. Prerequisites: ED 3100, ED 3110, ED 3140, ED 3350, and ED 3780; ECE majors are exempt from ED 3350 and ED 3780.

ED 4811 Preprimary Student Teaching (3-10 credits)
Students integrate theory and practice through working as a member of a teaching team in a prekindergarten placement. Includes application of content and methods from ED 3670 and ED 3677, as well as documentation of attainment of BOT outcomes as specified in the syllabus. Prerequisites or Corequisites: ED 3670 and ED 3677.

ED 4817 Practicum in Young Child and Family Setting (3 credits)
Students work in a child and family prekindergarten setting that may be in part home-based. Students assist cooperating teacher/home visitor in conduct of the program including such tasks as assessment, planning, activity implementation, parenting education, and evaluation of activity effectiveness. Requirements: Forty-five (45) clock hours of experience including weekly seminars, for each semester credit.

ED 4820 Student Teaching - Elementary (1-16 credits)
Full-time teaching with guidance and supervision by university supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 3100, ED 3110, ED 3140, ED 3350, ED 3780, and (ED 4599 or 4799).

ED 4830 Student Teaching - Secondary (1-12 credits)
Full-time teaching with guidance and supervision by University supervisors and assigned school personnel. Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 3110 and ED 4799.

ED 4840 Student Teaching - Special Fields (1-12 credits)
Full-time teaching with guidance and supervision by University supervisors and assigned school personnel (visual arts, business education, industrial arts education, instrumental music, vocal music, health and physical education.) Graded Satisfactory/Unsatisfactory only. Prerequisites: ED 3100, ED 3110, ED 3140, ED 3350, ED 3780, and ED 4799.

ED 4860 Practicum: Special Fields (3 credits)
This is an 80-hour practicum course for students to demonstrate competency in teacher-student interactions, instructional delivery and design, and classroom organization and management in a classroom in the student¿s add-on licensure/endorsement focus. This course requires two observations by both the cooperating teacher and the university supervisor, one triad meeting, and submission of a recommendation from the university supervisor. Completed practicum hours must be submitted and approved. Prerequisite(s): Completion of initial MN Teaching License and co-enrollment in or completion of required endorsement courses.

ED 4917 DIS Tchg Assoc | (1-2 credits)
Directed Independent Study | Teaching Associate

All-University Courses

The course numbers listed below, not always included in the semester class schedule, may be registered for by consent of the advisor, instructor, or department chair, or may be assigned by the department when warranted. Individual registration requires previous arrangement by the student and the completion of any required form or planning outline as well as any prerequisites.

1910, 2910, 3910, 4910 DIRECTED INDEPENDENT STUDY
1920, 2920, 3920, 4920 DIRECTED GROUP STUDY
1930, 2930, 3930, 4930 EXPERIMENTAL COURSE
1940, 2940, 3940, 4940 IN-SERVICE COURSE
1950, 2950, 3950, 4950 WORKSHOP, INSTITUTE, TOUR
1960, 2960, 3960, 4960 SPECIAL PURPOSE INSTRUCTION
1970, 2970, 3970, 4970 INTERNSHIP
1980, 2980, 3980, 4980 RESEARCH
1990, 2990, 3990, 4990 THESIS