

# EDUCATION (EDU)

## **EDU 1520 - Pathways to Teaching: Introduction to Socially Just Education - 3 cr.**

Examines teaching as a career and the foundations of our educational system. Students will explore the sociopolitical context related to schools, communities, and teaching while providing an overview of such topics as school culture, diversity, ethnicity, and social realities in American schools. Students will learn research skills by reviewing and analyzing achievement data to generate questions, offer suggestions, and engage in critical dialogue about educational inequalities and educational justice. The course also incorporates field experiences within elementary schools.

## **EDU 1540 - Introduction to Teaching - 3 cr.**

Introduces schooling, teaching and the foundations of education. The major purpose is to help students clarify their thoughts and feelings about becoming a teacher. Topics include teachers, students, schools, teaching, curriculum, instruction, school governance, school finance, history of U.S. education, philosophy of education.

## **EDU 2160 - Content Reading & Writing Secondary - 2 cr.**

Explores content literacy within the context of multiple literacies in the middle and secondary grades. The course utilizes a balanced approach between student-centered and teacher-directed instructional methods, focusing on describing, illustrating, and applying strategies for content area literacy. Students will learn how to select and implement strategies to nurture the skills needed by their future secondary students to understand and learn content.

## **EDU 2210 - Educational Psychology/Needs of Learners (Conceptions : VCSS - Social Science) - 4 cr.**

Examines children's cognitive, social, moral, and emotional development as a function of their social and cultural context: the school. The course introduces theories of intelligence, learning, memory, motivation, and behavior. Application of theory to practice is emphasized, with a focus on critical thinking, metacognition, models of instruction, and classroom management approaches.

## **EDU 2260 - Visual and Performing Arts Methods - 2 cr.**

Examines the arts as a basic and essential form of human communication. Explores and analyzes integration of the arts as a way to increase student achievement. Students learn to integrate literature, art, drama, dance, and music throughout the curriculum by gaining a basic knowledge of the arts, reasons for integration, and integration strategies and principles. Students examine research and current school programs that integrate the arts across the curriculum.

## **EDU 2270 - Science Elementary Methods - 2 cr.**

This is a pre-practicum course for individuals planning to teach science in grades K - 6. Emphasis will be placed on understanding the Nature of Science, teaching science as inquiry, and addressing student misconceptions. Methods for using technology effectively, managing materials and students safely and using state and district learner outcomes in planning will be addressed.

## **EDU 2271 - Social Studies Elementary Methods - 2 cr.**

While students will gain knowledge in the content of the social sciences, the primary goal of this course is to guide students in developing the knowledge, skills, and attitudes for effective teaching of elementary social studies. In addition to an emphasis on integrating technology into the Social Studies curriculum, students will experience the kinds of instructional methods and strategies that are recommended as current best practices. Students will engage in activities and assignments that will foster reflection and discussion addressing the components of geography, history, government, economics, and sociology.

## **EDU 2400 - Children's Literature - 2 cr.**

An in-depth study of children's literature that focuses on the evaluation, selection, and sharing of children's books in instructional settings. Students will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's literature in schools.

## **EDU 2460 - Social Studies Elem Methods - 2 cr.**

The primary goal of this course is to guide teacher candidates in developing the knowledge, skills, and attitudes for effective teaching of Elementary Social Studies. Integrating Social Studies curriculum into other content specific disciplines in Kindergarten through Grade Six is emphasized. In addition, teacher candidates will have the knowledge, experience, and practice implementing instructional methods and strategies that are recommended as current best practices for integrating social studies content. Teacher candidates will engage in activities and assignments that will foster reflection and discussion addressing the components of geography, history, government, economics, and sociology.

## **EDU 2600 - Instructional Planning & Management with Field Experience I - 4 cr.**

Practice effective lesson planning, questioning and communication techniques, classroom management and developing effective and professional teaching dispositions. The teacher candidate will build classroom management skills and an understanding of how these are directly related to the management of time, instruction, resources and behavior in a classroom setting. Using self-reflective practices, the teacher candidate will begin to examine personal dispositions as they relate to teaching, learning and managing a classroom. The teacher candidate will have the opportunity to implement these skills in a field placement setting. This course requires 50 hours of field experience practicum within a local school.

**Prerequisite Courses:** EDU 1540

## **EDU 2777 - Topics in Education - 0-1 cr.**

Addresses a special need, interest or opportunity and are not a part of the regular Teacher Education curriculum.

## **EDU 2999 - Independent Study - 1-4 cr.**

Independent study in an area of interest.

**Prerequisite Courses:** Permission of program chair.

## **EDU 3000 - Capstone Portfolio - 0 cr.**

Provides students with an introduction to the Capstone Portfolio that is used as an ongoing assessment throughout the teacher licensure programs. Students are provided access to the electronic portfolio system and support in creating portfolio submissions.

**EDU 3100 - Teaching for Inclusion & Equity (Integrations : VIOP - Electives) - 4 cr.**

Develop intercultural knowledge and competence for culturally responsive professional practices. Concepts of culture, identity, race, sexuality, power and privilege are examined through concrete learning tasks and course readings to enhance students' ability to participate in the reconstruction of schools, communities and national assumptions about equity. Course readings and assignments provide students with opportunities to recognize inequity, respond to inequity, redress inequity and develop equitable practices to enhance and sustain equity. Students develop understanding that enhances their capacity to act on the idea that individually and collectively they can help change the world from poverty, discrimination and injustice to a world marked by equal access, equitable opportunities and respect for our shared humanity.

**EDU 3220 - Educ Res Children & Young Adlt - 1-4 cr.**

Provides students with knowledge and skill in the use of appropriate educational resources in the promotion of reading skills. Students examine a variety of resources appropriate for use with grade 5-8 students.

**EDU 3250 - Introduction to Special Education - 3-4 cr.**

Addresses teachers' roles in educating children and youth with disabilities. Students examine the social construction of disability, disability legislation; rights and responsibilities of parents, educators, and students; and universal design for learning. Topics include historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with disabilities. This course contains a field requirement. Co-requisite: EDU 2600 or EDU 3600 or EDU 4600 for Education licensure Majors/Minors (who should register for this course at 3 credits); others not enrolled in one of those courses should register for 4 credits.

**EDU 3270 - Reading Methods - 4 cr.**

Examines the characteristics of a well-balanced developmental reading program and prepares elementary/ middle education majors to be successful teachers of reading. Students analyze the merger of theory and practice in developing effective instructional strategies for elementary and middle school students. Diagnosis and remediation of students with reading problems are also addressed. Current research and best practices pedagogy form the foundational principles of the course. Emphasis is on a balanced approach to reading instruction and content literacy across the curriculum.

**Prerequisite Courses:** Admission to teacher education program, or consent of instructor.

**EDU 3333 - Secondary Communication Arts and Literature Methods - 4 cr.**

Provides students with an understanding of the theories and practices emphasized by teaching through an integrated approach of reading, writing, listening, speaking and thinking skills at the middle and high school levels. Students analyze and evaluate best practices in lesson planning and delivery with focus on Communication Arts, English language and literature. Students reflect, respond, and participate in on-line discussions and Zoom classes. Topics include strategies for teaching grammar, comprehension, literature, and communication arts.

**EDU 3343 - Secondary Social Studies Educa - 4 cr.**

Examines and integrates a variety of best practice teaching techniques and methods useful to social studies instruction within the secondary classroom. The course combines theoretical and practical learning experiences that can be applied within the broad field of social studies. Special emphasis is placed on designing unit lessons, on inquiry, examining standards-based education, integrating technology into social studies instruction and learning a broad scope of best practice techniques.

**EDU 3363 - Secondary Math Methods - 4 cr.**

Provide students with a knowledge base that enables them to become effective secondary mathematics teachers. Students are involved in analyzing and evaluating effective teaching philosophies, theories and strategies related to the teaching of mathematics. Emphasis is on current national and Minnesota mathematics standards, use of technology to teach mathematics. Mathematics teaching practices are presented in context, providing real-life instantiations of what a specific practice looks and sounds like in the classroom, with a careful analysis that links the practice to student learning and equity.

**EDU 3373 - Secondary Science Methods - 4 cr.**

Explores science content knowledge and applies inquiry skills for teaching middle or high school. Major topics include best practices for science teaching, inquiry and the nature of science, the use of educational technology for student learning, safety in the science classroom, assessments of student learning, and research-based unit planning.

**EDU 3555 - Internship - 0-16 cr.**

Internship in Education.

**EDU 3600 - Education Tech - Mid/Secondary - 4 cr.**

Provides opportunity for teacher candidates to develop knowledge and strategies to effectively use and integrate technology as a tool for teaching and learning in a K-12 classroom setting. Specifically, teacher candidates will meet the needs of all K-12 learners by using inclusive technology practices that promote critical thinking and problem solving skills. Teacher candidates engage in opportunities to collect, share and assess information. Teacher candidates will practice digital awareness, interrogate digital divides and critique technology tools developing proficiencies necessary in the field of education. The teacher candidate will have the opportunity to plan for and implement these practices in a K-12 field placement setting. This course requires 50 hours of field experience practicum within a local school.

**Prerequisite Courses:** EDU 1540 and EDU 2210 and EDU 2600

**EDU 3610 - Mathematics Elementary Methods - 4 cr.**

Focuses on best practices and current research trends that enable learners to be successful teachers of mathematics in the K-6 classroom. Learners analyze and evaluate current research, teaching strategies and philosophies related to teaching K-6 mathematics. Helps future teachers build a basic foundation concerning pedagogy, standards based instruction, technology use, and equity.

**Prerequisite Courses:** EDU 2600 and MTH 1101 and MTH 1102

**EDU 3621 - Foundations of Special Education - 2-4 cr.**

Addresses the foundational knowledge necessary for working with students with exceptionalities utilizing the principles of Universal Design. Topics include an introduction to disability laws, an overview of the special education process, historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities and an introduction to Universal Design.

**EDU 3630 - Collaboration Skills - 3-4 cr.**

Develops skills necessary for successfully communicating and collaborating with families, educators, related service providers and community resources specific to the programming needs of students with exceptionalities. Topics include ethics, knowledge and skills of collaboration, the application of collaboration for consultation, team membership, co-teaching, the supervision of paraprofessionals, and the impact of family and culture on communication and collaboration. This course contains a field requirement.

**EDU 3640 - Behavior Theories, Analysis and Interventions - 3-4 cr.**

Focuses on the legal and ethical aspects of behavior management and positive behaviors and supports for students with disabilities. Students are prepared to conduct Functional Behavior Assessments and design and implement Behavior Intervention Plans that promote and enhance positive behavior. This course contains a field requirement. Co-requisite: EDU 2600 or EDU 3600 or EDU 4600.

**EDU 3650 - Assessment Strategies for Students with Mild/Moderate Disabilities - 3-4 cr.**

Addresses the knowledge and skills related to assessment, evaluation, and eligibility for special education and related services of students with mild to moderate disabilities. Topics include norm referenced individualized test instruments, classroom based assessments, formal/informal assessments, basic statistics/measurement concepts, school-based definitions, criteria, characteristics and report writing. This course contains a field requirement. Co-requisite: EDU 2600 or EDU 3600 or EDU 4600.

**EDU 3670 - Fundamental Characteristics of Mild/Moderate Disabilities - 3 cr.**

Develops a deeper understanding of skills and knowledge necessary for teaching students with mild to moderate exceptionalities. Topics include theories/practices for mild disabilities, support systems, current trends at local, state, national levels and impacts of culture, disability, and gender on identification.

**EDU 3720 - Reading/Language Arts Methods - 4 cr.**

Examines the characteristics of a well-balanced developmental reading/language arts program. The primary purpose of the course is to prepare elementary school education majors to be successful teachers of reading and its related language arts components. Students examine how theory and practice come together in developing effective instructional strategies for elementary school students. Students become familiar with a variety of teaching methods. They learn how to effectively implement instruction in the reading areas of phonemic awareness, phonics, fluency, vocabulary, and text comprehension as well as spelling, oral and written language. Assessment, analysis, and resultant remediation plans will be conducted with elementary students as well as through classroom activities. Current research trends that emphasize a balanced approach to literacy instruction are the framework for the course. To gain skills in accessing and evaluating research, students will examine current research supporting effective reading/language arts instruction best practices.

**Prerequisite Courses:** EDU 2270 and EDU 2271

**EDU 3777 - Independent Study - 0-6 cr.**

Topics.

**EDU 3999 - Independent Study - 1-2 cr.**

Independent Study.

**EDU 4600 - Assessment with Field Experience III - 4 cr.**

Provides opportunity for teacher candidate will develop knowledge and strategies to effectively plan for, deliver, and apply assessment processes as a tool for improving teaching and learning in a K-12 setting. Specifically, as an inquiry into the essence of the assessment process, Teacher Candidates will interrogate the purpose and process of assessment through theoretical, phenomenological, personal and experiential perspectives. Teacher Candidates will explore a brief history of assessment in education and underlying assumptions driving our assessment practices. Additionally, the forms, purposes and effects of assessment utilized in classrooms today, along with new directions being advocated, for the field of education will be researched and applied. Teacher Candidates will critique and practice inclusive assessment processes to meet the needs of all K-12 learners. The Teacher Candidate will have the opportunity to plan for, implement and reflect upon these practices in a K-12 field placement setting.

**Prerequisite Courses:** EDU 2600

**EDU 4777 - Topics in Education - 0-8 cr.**

Address a special need, interest or opportunity and are not a part of the regular Teacher Education curriculum.

**EDU 4800 - Student Teaching Internship & Seminar - 16 cr.**

Student Teaching Internship and Seminar: Provides teacher candidates with a practical, real world teaching experience in a K12 school setting, under the supervision of a licensed Cooperating Teacher. While in the K12 classroom setting, teacher candidates will be formally observed and evaluated, as well as be given feedback and support by the Cooperating Teacher and College Supervisor as he/she plans and delivers content specific units and works with students who have diverse learning needs. The teacher candidate also practices and hone effective communication skills with parents/guardians and school support personnel. The teacher candidate plans and completes the Teacher Performance Assessment (edTPA) during student teaching which is a full-time experience for a full semester. During Seminar teacher candidates unpack and reflect on the student teaching experience and critical issues relevant to the teaching profession. The seminar also examines inclusive models and strategies of effective classroom management, problem solving and evidence-based best practices that may positively impact student learning. Information and support will also be provided for completing their professional resume and cover letter, preparing for a job search, and applying for their Minnesota teaching license.

**EDU 4999 - Independent Study - 1-8 cr.**

Explores an area of interest. Pre-requisite: permission of department chair.

**EDU 5111 - Reflection/Professional Development - 2 cr.**

Introduces students to the concepts and practice of professional reflection. Students are introduced to the Backward Design framework as they develop skills in writing instructional outcomes and engage in the lesson planning process that will be required throughout the program. The course also provides students opportunities to be actively engaged in learning about the School of Education claims and the SOE four program strands; reflection & professional development, technology, diversity, and learning to learn. The Education Teacher Performance Assessment (edTPA) is introduced in the course.

**EDU 5112 - Technology Integration & Computational Thinking I - 0.5 cr.**

Participants will work with a community of learners to develop technology skills for engaging 21st Century learners. Provides frameworks on how technology can be used for collaboration and to support student learning outcomes and professional productivity. Students are also introduced to computer science and computational thinking as a critical content area for all K-12 learners. Equity, bias and access issues are examined from a critical pedagogical lens in the context of a digital society.

**EDU 5114 - Technology Integration & Computational Thinking II - 0.5 cr.**

Teacher candidates will work with a community of learners to apply a variety of technology tools to increase their technology skills and engage students in 21st Century Skills. Provides frameworks and conceptual understanding of how technology can be used for collaboration and to support student achievement and professional productivity. Teacher candidates examine different instructional delivery modalities including online teaching.

**EDU 5115 - Critical History for American Educational Equity - 2 cr.**

Provides students with grounding in the cultural, philosophical and historical roots of education as well as knowledge of the current theories, structures, and practices. Students analyze major topics including the relationship between schools and society, teacher identity, equity literacy, educational responses to address equity in today's classrooms, and the current and evolving process of teaching and learning. Students synthesize the knowledge of theories, structures, and practices to develop an understanding of the American system of education, empowering them to make informed decisions about their careers.

**EDU 5125 - Diversity in the Classroom - 2 cr.**

Develop intercultural knowledge and professional competence for culturally responsive pedagogical practices. Concepts of culture, power and privilege are examined through concrete learning tasks and course readings to enhance students' ability to participate in the reconstruction of schools, communities and national assumptions with a goal for equity. Course readings and assignments provide students with opportunities for self-reflection that enhances their ability to recognize inequity, respond to inequity, redress inequity and develop equitable practices to enhance and sustain equity in classrooms and schools. Students develop understanding that enhances their capacity to act on the idea that individually and collectively they can help change the world from poverty, discrimination and injustice to a world marked by equal access, equitable opportunities and respect for our shared humanity.

**EDU 5130 - Student Learning and Development - 2 cr.**

Provides candidates with a solid grounding in cognitive/educational psychology. Teacher candidates examine elementary and secondary grades students' cognitive, social and emotional growth and development as a function of their social and cultural context. The context of schools that serve students with diversity of needs and backgrounds will frame the discussion of specific topics including: mental health, social emotional learning, motivation, cognitive preferences, moral development, personality development, general theories of intelligence, and theories of cognitive development and their effects on the educational process.

**EDU 5135 - Exceptionality & Inclusion - 2 cr.**

Exceptionality and inclusion addresses the social construction of disability, types and characteristics of exceptionalities, including students with gifts and talents, and requirements of disability legislation. Students are prepared to apply the principles of differentiation, universal design for learning, and collaboration in inclusive classrooms.

**EDU 5150 - Experiences with Children - 0 cr.**

The purpose of this course is to ensure the student understands the complexities and challenges of working with a diverse population of children outside of the family unit. This experience should be completed by the end of the student's first 8-week term. Note: Middle/secondary teacher candidates should have at least 15 hours of the 30 hours of experience with children with adolescents/teens (12- to 18-year-olds). For elementary teacher candidates, at least 15 hours of the 30 hours must be with school-age children (6-to11-year-olds).

**EDU 5220 - Classroom Assessment - 2 cr.**

Inquiry into the essence of the assessment process and practice in Education. The purpose, process and types of assessments from multiple perspectives will be examined. Topics include a brief history of assessment in education and underlying assumptions driving our assessment practices from a data literacy perspective. Teacher candidates will examine inequities in assessment practices. They will have opportunities to develop their ability to transform classroom and standardized assessment data into actionable instructional knowledge as they practice collecting, analyzing, and interpreting all types of data relevant to student learning and improvement.

**EDU 5240 - Secondary Drug & Hlth Edu - 1 cr.**

Secondary Drug & Health Education takes a holistic approach to adolescent health issues and problems including: depression, suicide, eating disorders, violence in school, family and relationships issues, drug abuse, sexual abuse, and STDs. Students identify how risk factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence the quality of student life and learning. Prevention, intervention and follow-up approaches are emphasized.

**EDU 5250 - Field Experience I and Classroom Management - 2 cr.**

Apply theory, reflect, and develop professionally as students work in a K-12 classroom setting. Students use methods, concepts, and theories related to foundations of education. The focus of the 50-hour field experience is on creating productive learning environments, managing student behavior and integrating technology. The field, synchronous and asynchronous discussion components of the course provide students with opportunities to actively explore central educational issues and key concepts related to classroom management. Classroom management is studied as a discipline, as an approach, and as instruction.

**EDU 5325 - Elementary Reading and Language Arts Methods I - 2 cr.**

Develop the knowledge base needed to design an effective reading/ language arts program grounded in methodologically sound research. In this first of two courses, students will engage in the analysis of current reading philosophies and receive extensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Theory and practice will merge as students design lessons, analyze case studies, and view and assess classroom video clips. Students will use a variety of assessment tools and experience interpreting results that inform instruction.

**Prerequisite Courses:** EDU 5220

**EDU 5330 - Comm Arts & Lit: Elementary - 2 cr.**

Build on previous knowledge base and skills in teaching reading as well as examine strategies to integrate the areas of language arts (reading, writing, listening, speaking) and children's literature. Teacher candidates will practice comprehension and vocabulary instructional strategies with focus on content area reading for K-6 learners. Candidates will build and develop a knowledge base of children's literature and multiple genres, writing approaches and assessment techniques, and approaches to teaching spelling. Theory, modeling, and practice will provide students with a thorough grounding in reading and language arts with attention to diversity and inclusion which will prepare them to provide a comprehensive program of instruction to students in K-6 grades.

**EDU 5333 - Secondary Communication Arts and Literature Methods - 4 cr.**

Provides students with an understanding of the theories and practices emphasized by teaching through an integrated approach of reading, writing, listening, speaking and thinking skills at the middle and high school levels. Students analyze and evaluate best practices in lesson planning and delivery with focus on Communication Arts, English language and literature. Students reflect, respond, and participate in on-line discussions and Zoom classes. Topics include strategies for teaching grammar, comprehension, literature, and communication arts.

**EDU 5335 - Secondary Content Area Reading Strategies - 2 cr.**

Looks at a balanced approach between student-centered and teacher-directed instructional approaches, focusing on describing, illustrating, and applying strategies for content area literacy in the middle and secondary grades. The course will explore content literacy within the context of multiple literacies. Through modeled practices and activities, participants will acquire strategies to nurture the skills needed by their future secondary students to understand and learn content. In addition to analyzing text structure and vocabulary of texts in their content discipline, students will examine research data and explore Internet resources. This course follows the recommendations of and supports the policies set forth by the National Reading Panel.

**EDU 5340 - Elementary Social Studies Methods - 2 cr.**

Examines fundamental social studies teaching methods for elementary teachers. Candidates learn appropriate methods of inquiry, curriculum development, instructional planning strategies, and assessment in social studies. An understanding and application of current research and best practices of elementary social studies education is the framework for the course.

**EDU 5343 - Secondary Social Studies Methods - 4 cr.**

Examines and integrates a variety of best practice teaching techniques and methods useful to social studies instruction within the secondary classroom. The course combines theoretical and practical learning experiences that can be applied within the broad field of social studies. Special emphasis is placed on designing unit lessons, on inquiry, examining standards-based education, integrating technology into social studies instruction and learning a broad scope of best practice techniques.

**EDU 5350 - Field Experience II/Class Mgt - 2 cr.**

Apply theory, reflect, and develop professionally in a K-12 classroom setting. Use of methods, concepts, and theories related to the teaching of the content areas. The focus of the 35-hour field experience is on creating productive learning environments and managing student behavior. Observation and evaluation by CSS faculty is an essential component of the field experience. The synchronized sessions and Module Discussion components of the course provide opportunities to actively explore central educational issues and key concepts related to classroom management. The schedule will be arranged between the pre-service and cooperating teachers to be completed during the time period identified above.

**Prerequisite Courses:** EDU 5250

**EDU 5360 - Elementary Math Methods - 2 cr.**

Examine best practices and current research trends that enable teacher candidates to be successful teachers of mathematics in the K-6 classroom. Teacher candidates analyze and evaluate current research, teaching strategies and philosophies related to teaching K-6 mathematics. Helps future teachers build a basic foundation concerning pedagogy, standards-based instruction, technology use, computational thinking and equity issues. Special attention is given to teaching practices that can help ALL K-6 students be successful in mathematics.

**EDU 5363 - Secondary Math Methods - 4 cr.**

Provide students with a knowledge base that enables them to become effective secondary mathematics teachers. Students are involved in analyzing and evaluating effective teaching philosophies, theories and strategies related to the teaching of mathematics. Emphasis is on current national and Minnesota mathematics standards, use of technology to teach mathematics. Mathematics teaching practices are presented in context, providing real-life instantiations of what a specific practice looks and sounds like in the classroom, with a careful analysis that links the practice to student learning and equity.

**EDU 5370 - Science Methods: Elementary - 2 cr.**

Prepares the teacher candidate to teach science in elementary and middle schools. Emphasis is on use of standards, teaching science as inquiry, and use of a variety of strategies to teach science concepts. Students examine, analyze, and apply best practices for teaching and learning science. Students examine and discuss recommendations for science teaching from research and national science organizations, and justify the use of particular methods for teaching science in the elementary and middle school classroom.

**EDU 5373 - Secondary Science Methods - 4 cr.**

Explores science content knowledge and applies inquiry skills for teaching middle or high school. Major topics include best practices for science teaching, inquiry and the nature of science, the use of educational technology for student learning, safety in the science classroom, assessments of student learning, and research-based unit planning.

**EDU 5380 - Elementary Education Arts & Movements Methods - 2 cr.**

Examines and integrates the arts, physical education and health as basic and essential components of human life and student learning in elementary classrooms. Explores and analyzes integration of the arts as a way to increase student engagement, learning and achievement. Students learn to integrate the five arts areas (dance, media arts, music, theatre, and visual arts) throughout the curriculum by developing knowledge of concepts and practices in the arts, reasons for integration, and integration strategies and principles. Students explore physical education and health components and their impacts on the elementary students' learning and academic achievement. Course learning experiences require students to design lessons that include active learning experiences in arts, physical education and health.

**EDU 5440 - Spanish Teaching Methods - 4 cr.**

Examination of the teaching-learning situation in the world language classrooms (K-12). Lecture, discussion, written reports and simulated teaching (i.e. micro-teaching, TPA preparation). Topics include communication vs. grammar as an organizing principle, historical background of second language acquisition, curriculum development, national and state standards, technology and foreign language learning, proficiency, learning styles, assessment, FLES, FLEX, world languages in the elementary, middle, and high school, articulation across age/grade levels, and advocacy. Required course for Graduate Teacher Licensure in Spanish.

**Prerequisite Courses:** EDU 5135 and EDU 5220, Admission: Graduate Teacher Licensure program.

**EDU 5450 - Field Experience III/Class MGT - 2 cr.**

Apply theory, reflect, and develop professionally in a K-12 classroom setting. Use of methods, concepts, and theories related to the teaching of the content areas. The focus of the 35-hour field experience is on creating productive learning environments and managing student behavior. A critical aspect of this field experience is the "mini-edTPA," designed to prepare teacher candidates for the Teacher Performance Assessment required in student teaching. Observation and evaluation by CSS faculty is an essential component of the field experience. The seminar and on-line discussion components of the course provide opportunities to actively apply mastery of central educational issues and key concepts related to classroom management and supporting students as learners. The field schedule will be arranged between the pre-service and cooperating teachers to be completed during this field experience term. The experience will include one full day of shadowing the cooperative teacher in preparation for teaching no less than three consecutive lessons by the end of this field experience.

**Prerequisite Courses:** EDU 5250 and EDU 5350

**EDU 5500 - Student Teaching Internship - 6 cr.**

Student Teaching Internship: Provides teacher candidates with a practical teaching experience in a local school, under the supervision of a licensed cooperating teacher. The experience includes formal observation, planning of teaching units, participation in school activities, working with students with diverse learning needs, communicating effectively with parents/guardians, and working with school support personnel. Observation and evaluation by CSS faculty and cooperating teachers is increased in this experience. The teacher candidate will also plan and complete the Teacher Performance Assessment (edTPA) during student teaching. Please note that the student teaching internship is a full-time experience for a minimum of 12 weeks. Teacher candidates must also register for and attend internship seminars (EDU 5510).

**Prerequisite Courses:** Admission to the program; Faculty approval

**EDU 5505 - Student Teaching Internship for Second Licensure - 4 cr.**

This student teaching internship is specifically designed for second licensure teacher candidates. Each second licensure candidate will complete a practical teaching experience in a local school, under the supervision of a licensed teacher. The candidate will be placed in either an elementary, middle, or high school classroom to match the area for second licensure endorsement. This student teaching experience will include formal observation, planning of teaching units, and participation in school activities, working with students with diverse learning needs, communicating effectively with parents/guardians, and working with school support personnel. Candidates are supervised and observed by a college faculty.

**EDU 5510 - Student Teaching Seminar - 2 cr.**

Address issues and experiences the teacher candidate encounters during the student teaching experience and critical issues relevant to the teaching profession. The seminar also examines models and strategies of effective classroom management and evidence-based strategies that may positively impact student learning. The seminar instructor will provide support for completing all Teacher Performance Assessment (edTPA) tasks. Information will also be provided for completing their program portfolio, preparing for a job search, and applying for their Minnesota teaching license.

**Prerequisite Courses:** Admission to program, successful completion all other required licensure courses

**EDU 5600 - Foundations of Special Education - 3 cr.**

Address the foundational knowledge necessary for teaching students with exceptionalities utilizing the principles of Universal Design. Topics include an introduction to disability laws, an overview of the special education process, historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities and an introduction to Universal Design. This is the first course in a series leading to eligibility for licensure in Minnesota as an Academic and Behavioral Strategist.

**EDU 5605 - Clinical Practicum Seminar ABS - 4 cr.**

Focuses on the application of teaching skills in special education classrooms, primary (grades K-4), middle level (grades 5-8), and secondary (grades 9-12, including transition program settings). Clinical practicum experiences include: planning and teaching lessons designed to meet individual academic and behavioral needs of students who have a range of mild to moderate disabilities, from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities. The experiences will also include formal observations, participation in school activities, communicating effectively with parents/guardians, and working with general education teachers and school support personnel. The seminar component of the course will include a minimum of three synchronous meetings and will provide opportunities to actively explore central educational issues and key concepts related to the education of students with mild/moderate exceptionalities. Candidates are supervised and observed by a college faculty member. The duration for this second licensure student teaching internship is 80 student contact hours in length. The distribution of hours at each grade band will be determined on an individual basis and may occur over the course of multiple semesters.

**EDU 5620 - Dyslexia Standards - 0 cr.**

Self-paced mini-course designed to meet the MN Dyslexia standards for those seeking additional/second licensure and have otherwise met all other Elementary Literacy Standards. The course should take appx 12 hours to complete.

**EDU 5630 - Collaboration Skills - 3 cr.**

Develop skills necessary for successfully communicating and collaborating with families, educators, related service providers and community resources specific to the programming needs of students with exceptionalities. Topics include ethics, knowledge and skills of collaboration, the application of collaboration for consultation, team membership, co-teaching, the supervision of paraprofessionals, and the impact of family and culture on communication and collaboration.

**EDU 5640 - Behavior Theories, Analysis and Interventions - 3 cr.**

Focuses on the legal and ethical aspects of behavior management and positive behaviors and supports for students with exceptionalities. Students are prepared to conduct Functional Behavior Assessments and design and implement Behavior Intervention Plans that promote and enhance positive behavior.

**EDU 5650 - Assessment Strategies for Students with Mild/Moderate Disabilities - 3 cr.**

Addresses the knowledge and skills related to assessment, evaluation, and eligibility for special education and related services of students with mild to moderate disabilities. Topics include norm referenced individualized test instruments, classroom based assessments, formal/informal assessments, basic statistics/measurement concepts, school-based definitions, criteria, characteristics and report writing.

**EDU 5660 - Special Education Law - 3 cr.**

Explores the historical and legal aspects of the educational and due process rights of students with exceptionalities and their families. Students are prepared to design and implement Individualized Education Program plans and documents required by due process procedures and school systems.

**EDU 5670 - Fundamental Characteristics of Mild/Moderate Disabilities - 3 cr.**

Develops a deeper understanding of skills and knowledge necessary for teaching students with mild to moderate exceptionalities. Topics include theories/practices for mild disabilities, support systems, current trends at local, state, national levels and impacts of culture, disability, and gender on identification.

**EDU 5680 - Transitional Planning and Secondary Services for Students with Mild/Moderate Disabilities - 3 cr.**

Addresses the transition needs of students with disabilities, learning how to cover and implement transition systems. Topics include policies and legislation, transition assessments and paperwork, working collaboratively, transition IEPs and services, and setting up transition services in post school environments.

**EDU 5690 - Instructional Strategies for Students with Mild/Moderate Disabilities - 3 cr.**

Focuses on classroom application of research-based strategies and interventions for learners with exceptionalities. Topics include: legal requirements and laws, Response to Intervention (RtI), Universal Design for Learning (UdL), instructional strategies and assessments for teaching reading, vocabulary spelling, handwriting and math, instructional technology and delivering and documenting educational services

**EDU 5730 - Introductory Orton-Gillingham: Structured Language - 2 cr.**

Teach beginning reading, spelling, and handwriting focusing on the Orton-Gillingham approach to teaching basic written language skills. Orton-Gillingham is phonetic, rule-based, structured, multisensory, systematic, and cumulative. Supervised clinical practice includes testing procedures and data collection to evaluate student progress.

**EDU 5740 - Intermediate Orton-Gillingham: Structured Language - 4 cr.**

Provides students with intermediate reading, spelling, and handwriting focusing on the Orton-Gillingham approach to teaching basic written language skills. Orton-Gillingham is phonetic, rule-based, structured, multisensory, systematic, and cumulative. Supervised clinical practice includes testing procedures and data collection to evaluate student progress. Focus is on multisyllabic words, advanced spelling patterns, morphology, and etymology. It requires the documentation of 100 hours of OG practicum within the prior 12 months following the completion of the Introductory OG Course.

**EDU 5750 - CS Professional Learning: Applying Theory to Practice - 1-3 cr.**

Provide an opportunity to analyze and infuse computer science and computational thinking education settings after participating in an approved computer science professional learning experience (such as a conference or workshop). Participants will also examine issues of equity and inclusion in their instructional design and classroom practice.

**EDU 5755 - MN Codes Leadership Cohort - 3 cr.**

The purpose of this Cohort is to develop knowledgeable, visionary educators who can help make Minnesota a world leader in Computer Science in the Classroom, and to help all students become creators, not merely users, of new technologies.

**EDU 5777 - Independent Study - 0-9 cr.**

Topics in Education.

**EDU 5777A - EDU CEU course - 0-4 cr.**

Topics in Education.

**EDU 5791 - Customized Pathway: LETRS I - 2 cr.**

Improve instruction by generating professional knowledge in the science of reading. Develop a deeper understanding of how students think and learn. Gather evidence of student learning to improve future instruction.

**EDU 5792 - Customized Pathway: LETRS II - 2 cr.**

Improve instruction by generating professional knowledge in the science of reading. Develop a deeper understanding of how students think and learn. Gather evidence of student learning to improve future instruction.

**EDU 6220 - Educ Res Children & Young Adlt - 2 cr.**

Provides students with knowledge and skill in the use of appropriate educational resources in the promotion of reading skills. Students examine a variety of resources appropriate for use with grade 5-8 students.

**EDU 6305 - Reading Licensure Practicum - 0 cr.**

Provides 100 hours of practicum experience, with 80 hours of continuous experience in your CSS-identified gap area of K-5, 6-8, and/or 9-12 reading.

**EDU 6340 - Foundations of Literacy - 3 cr.**

Explores the theoretical, philosophical, and historical underpinnings of literacy instruction. Students examine the following major topics: emergent literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and digital literacy. Students investigate the ways in which these topics inform literacy programs and reflect on the philosophical and theoretical perspectives that shape their own teaching practice.

**EDU 6350 - Effective Literacy Instruction - 3 cr.**

Examines instructional techniques, activities, and strategies that promote and sustain reading success in literacy classrooms. The focus of this course is on understanding and creating a balanced literacy program that meets the diverse needs of all learners.

**EDU 6360 - Reading in the Content Areas - 3 cr.**

An investigation into the reading process and strategies appropriate for teaching literacy within the content areas. Students will learn how to select and implement strategies that support and enhance the literacy and context-specific text needs of their learners.

**EDU 6370 - Universal Design for Learning - 3 cr.**

Examines the principles of Universal Design for Learning (UDL) and the related framework of Culturally Responsive Practices. Students experience features of UDL in this course including universally designed learning modules, assigned resources in multiple formats, and choices for student-initiated projects. Students explore and apply a wide variety of technologies and strategies to remove barriers for all learners.

**EDU 6375 - Literacy Assessment and Interventions - 3 cr.**

Provides an in-depth study of assessment and intervention in the literacy classroom. The selection, administration, scoring, interpretation, and reporting of assessment results will be examined and applied. The course will provide opportunities for students to use data gained from assessments to design, plan, and implement effective reading interventions for readers at the elementary and secondary levels.

**EDU 6380 - Leadership in K-12 Literacy - 3 cr.**

Explores the expanding need for literacy leadership in the K-12 school setting. Areas of focus will include: school-wide literacy programs, using district and school-wide assessment data to inform instructional needs, creating and maintaining a sustainable literacy plan and creating and organizing ongoing professional development.

**EDU 6390 - The Adult Learner - 3 cr.**

Provide planning for teaching the adult learner and administering programs to meet the needs of adult learners. Explore the evolving nature of adult learning and of adult learners and to assist in the development of strategies and skills useful in planning and administering adult learning programs in a variety of settings.

**EDU 6420 - Integrating Tech in Classroom - 3 cr.**

In this first course, you assess your current technology skills and knowledge and set some learning goals for integrating technology in your classroom. You examine some of the trends and issues of technology integration, investigate some of the various types of educational software and technology tools available, and develop a technology integration plan for your classroom.

**EDU 6430 - Webtools for Learning - 3 cr.**

This course provides an introduction to instructional design and an in-depth exploration and application of web-based and digital resources for learning. The course provides an overview of effective web-based resources, including Web 2.0, evaluation strategies for reviewing digital resources, video, discussion threads, and learning objects. Participants will also consider best-practices in the area of web-based learning environments and develop learning activities and a collection of resources for educational environments. Participants in the "Certificate in Online Instruction" program will develop a simple online course structure that will be developed in future courses.

**EDU 6435 - Using Online Subscription Data - 3 cr.**

This course provides an overview of online subscription databases used by K-12 students for research and by teachers for professional development. Searching techniques, navigation of the databases, selection of appropriate databases, and integration of database content into core subject content areas and teacher professional development projects are covered.

**EDU 6440 - Using Digital Media - 3 cr.**

This course provides an overview of digital media application for teaching and learning. Participants will learn to design and produce multimedia and digital video products to support the curriculum in their classroom. The course will also focus on designing instruction that integrates student use of multimedia and digital video as learning tools.

**EDU 6445 - Online Teaching Methods from Design to Practice - 3 cr.**

Covers both practical and pedagogical aspects of teaching online and in a blended format. As part of this experience, you the student will use the Blackboard course learning management system to begin to develop the framework of a sample course of your own design, including a syllabus or course overview, discussions, course content, and other components that are optimized for the online or blended teaching and learning environment.

**EDU 6450 - Leadership/Future Trends Ed Tech - 3 cr.**

This online course is designed to help develop educational technology leaders. In this course students evaluate, plan, and create educational technology-based solutions for learning environments while considering best-practices in technology integration. Participants will learn about topics in educational technology such as, future trends, government policies, professional development models, and evaluation tools.

**Prerequisite Courses:** EDU 6520, EDU 6430, or Instructor permission.

**EDU 6460 - Tech for Online Environment - 3 cr.**

Master the essential basics of technologies that are available for the online environment. This online course covers both practical and pedagogical aspects of online technologies. Participants will explore a wide range of online technologies and how they can be used to enhance the online learning environment. Participants will evaluate, select, and integrate technologies into their online course structures.

**EDU 6470 - Capstone: Cert Online Instruct - 3 cr.**

This final course for the Certificate in Online Instruction program will consist of three major components: completion of the online course (begun in the first class and added to in each successive class), implementation of the course with "student" participants, and final course revisions following student, instructor, and mentor feedback.

**EDU 6480 - Digital Tools for Technology Innovation - 3 cr.**

Provides an introduction and exploration of innovative technology resources and applications to support learning. Participants will examine pedagogical frameworks that integrate technology and use these frameworks to create plans and resources to support their instruction.

**EDU 6500 - M.Ed. Program Orientation - 0 cr.**

Orientation offers an introduction to the M.Ed. program, and the course management learning system Blackboard. In addition, participants will learn and practice new technology skills, develop a program plan, identify library resources, set personal goals, learn about the Benedictine Values, and apply technology skills to online community building.

**EDU 6510 - Current Issues and Future Trends in Education - 3 cr.**

This course will provide an introduction to the M.Ed. Program and will examine 21st Century teaching and learning as it applies to current issues and future trends in education. In addition, education theory will be introduced to engage learners in professional scaffolding of knowledge and best practice for 21st Century teachers and learners.



**EDU 6520 - 21st Century Technologies for Teaching - 3 cr.**

An overview of current research and applications of 21st century technology to increase student learning and enhance teaching. Students will assess their current technology skills and knowledge to increase competency and application integration of technology. Students will gain useful knowledge, skills and tools to support technology integration in their practice, as well as develop a technology integration initiative that can be implemented in their school or workplace

**EDU 6525 - Introduction to Inquiry and Ideation - 3 cr.**

Engage in inquiry and ideation to identify and address a Problem of Practice in the student's setting. Students examine and question ways of knowing and scholarly sources to deeply understand contributing factors and solutions to addressing complex problems of practice through an equity lens.

**EDU 6530 - Promoting Critical Thinking in the Classroom - 3 cr.**

Introduces thinking skills taxonomies, thinking routines, and tools for inquiry-based instruction and assessment. Candidates analyze and create assessments, instructional materials, and teaching approaches for the development of inquiry and argument in one's practice.

**EDU 6540 - Data Driven Classroom Assessment - 3 cr.**

The focus of this course is on learning to use student assessment data to inform decisions related to planning and implementing instructional strategies at the learner and course level. Participants learn how to choose appropriate assessments and how to develop them inclusively. Participants will develop a basic understanding of how assessment data can be used to inform teaching and instructional strategies.

**EDU 6550 - Culturally Responsive Instruction - 3 cr.**

Students examine characteristics of culturally responsive instruction and how to develop culturally responsive instruction techniques. Participants will engage in critical reflective exercises to understand current practice and barriers to student achievement, including examining the achievement gap. Students will examine inclusive learning environments and develop new strategies to meet the needs of a diverse student body.

**EDU 6560 - From Ideation to Equity-Focused Change - 3 cr.**

Students will generate and evaluate equity-based solutions to their Problem of Practice in a systematic and evidence-based way. With input from stakeholders, they will design an action plan that will have a positive impact in their professional context. This Capstone Project course is a culminating, required course for the GTL, M.Ed., and SPD Programs.

**EDU 6570 - Culture, Power, and Identity - 3 cr.**

Explore definitions of culturally responsive practices as they relate to professional and community contexts. Engage in a critical examination of how power and privilege manifest itself in schools, communities and systems. Reflect on personal identities as they relate to power and privilege in multiple contexts. Synthesize issues of culture, power, and identity through course readings and reflexive practices.

**EDU 6580 - Culturally Inclusive Communities & Schools - 3 cr.**

Examines the contemporary contexts for culturally relevant pedagogies and defines culturally inclusive communities. Reflects on identities in community through intersectionality and trauma-informed practices. Engages in critical reflective experiences, focusing on observations and roles within communities. Utilizes an opportunity gap explanatory framework as a lens to reflect upon current and future opportunity-centered practices.

**EDU 6590 - Critical Pedagogy: Reflection and Action in the World - 3 cr.**

Engage in an in-depth examination of the tenets of critical pedagogy and its relationship to culturally responsive practices. Build connections between key vocabulary related to critical pedagogy and real-world contexts. Demonstrate self reflection and action-oriented practices related to your own contexts. Synthesize course texts to plan for meaningful engagement with the practice of critical reflection.

**EDU 6595 - Capstone: Culturally Responsive Practices - 3 cr.**

A space where students share their new understandings around culturally responsive practices in relation to real-world events. This course is theoretically and practically designed to align with a Universal Design for Learning framework.

**EDU 6710 - Computational Thinking and Standards - 3 cr.**

Present and review the CSTA (Computer Science Teachers Association) K-12 Computer Science Standards along with resources on Computational Thinking and strategies for implementing them in the K-12 curriculum. The course will also begin to address stereotypes about computing, how to debunk myths about working in technology, and include strategies for active recruiting.

**EDU 6720 - Computer Science Principles - 3 cr.**

Students in this course will learn computer science through building socially useful mobile apps using App Inventor, a visual, blocks-based programming environment. It uses the Mobile Computer Science Principles curriculum, which aligns with the framework for the proposed Advanced Placement Computer Science Principles course. It will continue to address effective pedagogy and how to mitigate underrepresentation in computing.

**EDU 6730 - Programming and Teaching Java - 3 cr.**

This course will present the Advanced Placement Computer Science A course, which features object-oriented programming methodology with an emphasis on problem solving and algorithm development. This course will include strategies for evaluating and selecting curriculum that are engaging for students from all backgrounds.

**Prerequisite Courses:** EDU 6720

**EDU 6740 - Inclusive Computer Science Methods - 3 cr.**

Students will learn effective strategies for teaching computer science that emphasize inclusion and engagement for all learners. Students will learn best practices for assessment, collaboration, integration in other content areas, and other strategies for learning computer science. Students will develop a project, either for the classroom, an after-school setting, other teachers, or similar experience that seeks to teach content aligned to the CS standards.

**Prerequisite Courses:** EDU 6710 and EDU 6720 and EDU 6730

**EDU 6777 - Topics - 0-4 cr.**

Courses on current topics are offered from time to time. See the School of Education website for current offerings. <http://www.css.edu/Academics/School-of-Education.html>

**EDU 6900 - Continuing Enrollment: Act Res - 0 cr.**

Required registration for continuing work on the final capstone project. This is a zero-credit course billed at one credit. Students not completing EDU 6525 and EDU 6560 in the designated term in which that course is scheduled must register for EDU 6900 each semester until completion of the course requirements.

**EDU 6999 - Independent Study - 0-8 cr.**

Independent Study in Education.

**EDU 8100 - Foundations for Equitable Leadership - 3 cr.**

Provides an opportunity for students to explore the constructs, implications, and responsibilities of the practitioner scholar and the professional doctorate. Examines the relationship of intersecting identities, positionality, and impacts on inclusive leadership and professional and academic mission, vision, and goals. Students identify and explore the complexities of problems of practice, Design Thinking, and stakeholders for research considerations.

**EDU 8110 - Professional Learning Communities I - 1 cr.**

The purpose of the PLC is to allow space for students to build community, reflect on their positionality and identity as researchers, and receive feedback on ongoing projects. Drawing on Freire's (2011) *Pedagogy of the Oppressed*, students have the opportunity to engage in reflection and action around their problems of practice. Students participate in virtual writing communities, where they give and receive feedback from their peers by following a provided framework. Additionally, instructors share writing strategies for students to apply to their own composing processes.

**EDU 8120 - Professional Learning Communities II - 1 cr.**

Provide space for students to continue to collaborate as a community of writers. This is also a space to reflect on individual and ongoing learning to close the gap between perceived and developmental orientations of intercultural competency from previously completed IDI assessment and completed autoethnography research (positionality and identity as researchers) from EDU 8100. Readings from EDU 8110 and previously completed and concurrent courses will serve as references/resources for students as they continue to deepen their understanding of the methodologies and educational philosophies for analyzing systems of oppression, with the goal to effectively design and implement processes and practices in addressing systemic change relevant to their problems of practice (PoP). Students will receive peer/collaborative feedback from ongoing projects using strategies from EDU 8110. This course will bridge the work across courses through a writers workshop model as a structure to help students stay engaged in the writing process and make progress on relevant course assignments and components of PoP.

**Prerequisite Courses:** EDU 8100 and EDU 8110

**EDU 8125 - Research for Change I - 3 cr.**

Explore and examine research methodologies and other ways of knowing in relation to the problem of practice using a lens of social justice. Provides a deep dive into understanding how positionality influences and impacts problems of practice. Students will critically examine, inquire, investigate and expand ways of knowing. Collaborating with stakeholders will be an essential focus as students ask critical questions to investigate and address complex problems of practice.

**EDU 8130 - Equity and Social Justice in Action - 3 cr.**

Provides further development of one's knowledge and skill set as it relates to advancing social justice and equity. Baseline knowledge of oppression, race, activism and liberation all contribute to action orientated strategic leadership and will be covered. Designed to expand and apply new knowledge to advance social justice and equity initiatives by critically examining structures that advance or impede equity and social justice initiatives.

**EDU 8135 - Research for Change II - 3 cr.**

students will be introduced to the Dissertation in Practice. They will critically examine, inquire, investigate and expand ways of knowing, and explore and examine scholarly research, theory and professional literature in relation to a problem of practice using a social justice lens. Students will further identify and appropriately focus the scope of a research topic, and develop initial themes for a review of scholarly literature.

**Prerequisite Courses:** EDU 8125

**EDU 8150 - Contemporary Learning Science - 3 cr.**

Explores the philosophical and theoretical underpinnings of education while focusing on current educational research and brain science related to teaching and learning. Throughout the course, students will examine systems (as outcomes of particular philosophies and learning theories) that have contributed to inequity in educational contexts.

**Prerequisite Courses:** EDU 8125

**EDU 8210 - Professional Learning Communities III - 1 cr.**

Provides a virtual collaborative community for students to take control of their own learning as they design, ask questions, distill information, deepen their critical thinking in the context of their research proposal through a social justice and equity lens. This course includes a structure for student-led learning and guided inquiry as a way to continue to learn how to make sense of multiple sources of information, explore and examine the wide range of possible solutions as students attempt to solve complex problems relevant to their dissertation in practice proposal.

**Prerequisite Courses:** EDU 8120

**EDU 8220 - Professional Learning Community IV - 1 cr.**

Continue to provide a virtual collaborative community for students that have taken control of their own learning through the design, questions, and application of their critical thinking in the context of the research proposal and literature review with a social justice and equity lens. This course provides a structure for student-led learning and guided inquiry as a way to continue to learn how to make sense of multiple sources of information, explore and examine the wide range of possible solutions as students attempt to solve complex problems relevant to their dissertation in practice proposal.

**EDU 8225 - Research for Change III - 3 cr.**

Provides a guided inquiry approach to support the design of a research proposal centered on the student's problem of practice through a social justice and equity lens. Students will critically examine and apply theoretical frameworks and a method for inquiry. The course prepares students for a critical program milestone; the approval of their dissertation in practice proposal.

**Prerequisite Courses:** EDU 8135

**EDU 8230 - Laboratories of Practice - 3 cr.**

Provides students with the opportunity to design, implement, and participate in experiential learning or "laboratories of practice". The course is grounded in experiential and transformational theoretical frameworks and is designed for students to explore practical learning opportunities aligned with personal and professional goals and program themes of leadership, equity and social justice.

**Prerequisite Courses:** EDU 8120 and EDU 8135 and EDU 8150

**EDU 8250 - Leadership for Social Change - 3 cr.**

Considers leadership change theories, logical models for change and theories of action. Leverages systems theories as a context for leadership that seeks social change. Examines a leader's role in supporting inclusive innovation through a human-centered approach.

**Prerequisite Courses:** EDU 8230

**EDU 8325 - Research for Change IV: Design for Implementation - 3 cr.**

Provides students with support for the Dissertation in Practice research implementation phase. Students will construct a workflow plan to support the implementation of the approved research activities and data collection methods. They will also engage in collaborative and self-paced modules and activities that provide them with knowledge and processes necessary to execute their research plan and will finalize their scholarly review, a requirement for the final dissertation project. Additionally, the student will collaborate with stakeholders to address equitable and social justice considerations as they implement their research project.

**Prerequisite Courses:** EDU 8225

**EDU 8777 - Topics in Education - 0-6 cr.**

Topics in Education.