

GRADUATE CATALOG 2026-2027



School of Education



UNIVERSITY OF
St. Thomas

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SCHOOL OF EDUCATION

GRADUATE CATALOG 2026-2027

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GENERAL INFORMATION

Vision Statement of the School of Education

The University of St. Thomas School of Education prepares transformative teachers and leaders to positively impact students' lives.

Overview

The University of St. Thomas School of Education offers a full range of graduate programs for students interested in working in educational environments from birth through college. Our programs are offered within the [University's mission](#): *Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.*

The School of Education builds upon four Cornerstones that ground our Vision and help us live out the Mission of the University of St. Thomas. The four Cornerstones are:

- Promoting Excellence
- Preparing Tomorrow's Leaders
- Connecting with Communities
- Inspiring Change

Our students think, act, and work – all for the common good.

The University of St. Thomas does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, sexual orientation, disability, age, marital status, or status with regard to public assistance in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities.

Accreditation and State Board Approvals

The School of Education is accredited by the Higher Learning Commission (HLC). Programs are designed to meet or exceed Minnesota Professional Licensing and Standards Board (PELSB) and Minnesota Board of School Administration (BOSA) requirements. Our programs are in alignment with Minnesota state licensure regulations; however, changes in state statutes or rules could impact the programs described in this Catalog. Please maintain contact with your program advisor for the most current information.

HLC: Higher Learning Commission

The University of St. Thomas is accredited by the Higher Learning Commission (www.hlcommission.org; 312-263-0456), an institutional accrediting agency recognized by the U.S. Department of Education.

BOSA: Board of School Administrators

Since 2001, the Board of School Administrators has reviewed and approved preparation programs for school administrators. In 2023, following a comprehensive program review and site visit, the Department of Educational Leadership administrative programs for principals, directors of special education, and superintendents received a 5-year approval from BOSA.

PELSB: Professional Educator Licensing and Standards Board

The Minnesota Professional Educator Licensing and Standards Board is charged with oversight of post-secondary teacher preparation programs and educator licensure. After a comprehensive unit review and site visit, the Board granted the St. Thomas School of Education "Full Continuing Approval" to offer teacher preparation programs through June 30, 2031.

MOHE: Minnesota Office of Higher Education

The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact information for the Minnesota Office of Higher Education is: 1450 Energy Park Dr., Suite 350; St. Paul, MN 55108-5227 | Phone: (651) 642-0567 | Toll Free: (800) 657-3866 | Fax: (651) 642-0675 | <https://www.ohe.state.mn.us/>

Current Institutional Officers

University: <https://www.stthomas.edu/about/leadership/>

School of Education:

Dean – Dr. Amy Smith

Associate Dean – Dr. Sandra Menssen

Chair of Educational Leadership Department – Dr. Jayne Sommers

Chair of Special Education Department – Dr. Shelley Neilsen Gatti

Chair of Teacher Education Department – Dr. Debra Monson

Academic Calendars

<http://www.stthomas.edu/calendars/>

Additional Policies

[The University Policy Repository](#)

[School of Education Graduate Policy Handbook](#)

[University Procedure for Student Concerns and Complaints](#)

Admissions

<https://education.stthomas.edu/admissionsandaid/>

Student Account Charges and Payment Options

Tuition, fees, and other charges for the academic term are billed at the outset of each term. Students are responsible for timely paying all amounts due to St. Thomas. Charges are made to each student's account established at the time of registration, in accordance with the [Student Payment Agreement and Disclosure Statement](#).

Students may pay their charges in a single lump sum by the first due date after the charges are billed, or they may pay their charges over a longer time period, in accordance with [Payment Plan](#) options offered by the Business Office. Please contact the [Business Office](#) for additional information.

Tuition & Fees, Refunds, and Graduate Student Financial Aid Information

<https://www.stthomas.edu/about/departments/business-office/tuition-fees-charges-related-payment-options/index.html>

<https://www.stthomas.edu/about/departments/business-office/paying-your-bill/erefunds/refund-policies-and-schedule/>

<http://www.stthomas.edu/financialaid/graduate/cost/>

INTERDISCIPLINARY, CROSS-COLLEGE PROGRAM HOUSED IN THE SCHOOL OF EDUCATION

MASTER OF ARTS IN COLLABORATIVE INTELLIGENCE (MACI)

MACI is an accelerated interdisciplinary program for those aiming to elevate high-demand human collaborative skills for AI-enabled workspaces. MACI develops *collaborative intelligence*: the ability to co-create with other people and with AI.

The program consists of eight required three-credit courses, plus six undergraduate credits that typically transfer in, for a total of 30 credits. The eight required courses can be completed in seven months, i.e., in two terms. (Details about accepted undergraduate credits are below.)

Throughout the program, students develop a professional portfolio featuring an artifact from each course. The portfolio provides tangible evidence of their skills that they can share with current or prospective employers.

MACI faculty are drawn from cross-college departments across the University of St. Thomas and is housed in the School of Education. Inquiries about the program can be directed to maci@stthomas.edu.

Program Format

All courses are delivered online and asynchronously, offering flexibility while still fostering personal interaction through optional synchronous online small-group meetings, office hours, networking events, and other means.

Each class is seven weeks. Full-time students planning to complete the program in seven months take two classes at a time, completing four courses each term (spring, summer, or fall). Students may also choose a slower pace for completion (for example, by taking only one class at a time).

No courses have prerequisites. Program enrollment is open at the start of each term (spring, summer, or fall) and the mid-point of each term, i.e., at the start of the second set of seven-week courses in the term – so, there are six possible start dates each year.

Program Content

AI Tools and Systems

Three courses develop foundational competence in AI.

MACI 510 AI Applications and Ecosystems

MACI 530 AI Alignment: Bias, Hallucination, and Reward Hacking

MACI 560 Designing Collaborative Work: Teams, Processes, and Projects

The Human Edge

Five courses strengthen high-demand interpersonal skills and provide conceptual resources for anchoring collaborative intelligence, including resources for reflecting on AI and ethics.

Work with AI is embedded in each course; faculty coordinate to ensure that the overall program provides experience with a wide range of current AI tools and strategies.

MACI 520 AI, Ethics, and Society

MACI 540 Workplace Communication

MACI 550 Persuasion

MACI 610 The Science of Learning

MACI 620 Navigating Change

Coursework Accepted from Undergraduate Studies

Six credits are typically transferred from undergraduate work. The transferred coursework will include polished undergraduate writing, and capstone work. This coursework will provide a basis for course assignments (MACI 610 and 620) that facilitate reflection on continuous learning, both inside and outside the workplace.

- Students with a St. Thomas bachelor's degree: 4 credits from the Writing in the Discipline (WID) course plus 2 credits from the Signature Work (SW) course (or credits from equivalent coursework) will be accepted.
- Students with a bachelor's degree from another accredited institution: Credits from courses similar to St. Thomas's WID and SW courses will be accepted, subject to approval by MACI's directors. Courses similar to St. Thomas's WID course will feature intensive writing. Courses similar to St. Thomas's SW course will meet the spirit of the American Association of Colleges & Universities high-impact practice of Capstone Courses and Projects.

MACI COURSE DESCRIPTIONS

MACI 510 AI Applications and Ecosystems (cross-listed with MAIL 571; 3 credits)

This course provides a focused exploration of current and emerging AI tools, platforms, and ecosystems, equipping students to identify and evaluate their potential applications. Students will gain a practical understanding of how to leverage diverse AI technologies to solve real-world challenges. Potential examples include AI-assisted research, data analysis, and data visualization; and AI-driven application development. The course will also examine the evolving landscape of AI, with a focus on emerging trends and their potential impact on various industries. Throughout, students will build digital resilience – the capacity to adapt their skills as the AI landscape changes. By the end of the course, students will be able to critically assess AI technologies and make informed decisions about their adoption and implementation.

MACI 520 AI, Ethics, and Society (cross-listed with MAIL 523; 3 credits)

This course considers the ethics of AI development and deployment. Possible topics include the environmental footprint of AI, data ethics and privacy, intellectual property and training data, algorithmic bias, and AI as a tool for the common good. Further topics may include the global AI divide, autonomous weapons and the militarization of AI, accountability for AI-related harms, impact on vulnerable populations, AI and the transformation of work and society, artificial consciousness and machine rights, and potential catastrophic risks. The course is a roadmap of ethical issues surrounding artificial intelligence.

MACI 530 AI Alignment: Bias, Hallucination, and Reward Hacking (cross-listed with MAIL 593; 3 credits)

This course addresses the fundamental challenge of aligning AI with human values. We will explore classic and contemporary theories of value and determine why it is difficult to convey these values to a machine. The course covers the three main types of alignment failure, corresponding to the three main machine learning training methods: bias amplification (in supervised learning), hallucination (in unsupervised learning), and reward hacking (in reinforcement learning). Students will learn to identify, mitigate, and communicate about AI bias, examining real-world scenarios where the tolerance for bias differs, from medical diagnostics to image generation. The course will explore various fairness metrics, their limitations and trade-offs, and how to apply them effectively.

MACI 540 Workplace Communication (3 credits)

This course surveys workplace communication skills and issues, focusing particularly on inherently interpersonal communication and AI's impact on this. The course takes up topics such as: dyadic communication, and how common problems in interpersonal communication can be managed; task-oriented small groups, including differentiating roles, motivating and empowering others, and managing discussion; organizational communication, including understanding leadership structures and cultural diversity; conflict resolution through conceptual clarification; and ethical issues in workplace communication posed by the AI environment.

MACI 550 Persuasion (3 credits)

This course develops skills of effective persuasion in the professional world. It addresses topics such as: understanding and distinguishing different types of evidence, evaluating the quality of information sources (including sources supplied by AI tools), and structuring argument outlines; writing argumentative prose, with attention to definition, to matching narratives with audiences, and to story-telling as a means of vivifying argument; and developing oral presentation skills, with attention to engaging in respectful and productive dialogue with others. Throughout, consideration is given to identifying assistance AI tools can provide, as well as to assistance they cannot provide, in the effort to craft persuasive cases.

MACI 560 Designing Collaborative Work: Teams, Processes, and Projects (3 credits)

This course develops the ability to design effective workflows that integrate human collaboration and AI capabilities. Students develop project coordination skills in the context of AI, exploring how work can be orchestrated across human teams and AI systems while maintaining appropriate oversight. Research on collaboration provides theoretical lenses for designing for teamwork in technology-mediated settings. Human-centered design methods – including contextual inquiry, participatory design, and usability testing – are introduced to facilitate discovery of what people need and to iteratively improve workflows and project coordination. Students develop practical skills through hands-on projects and acquire tools and techniques that will be useful across a wide range of professions.

MACI 590, 591, 592, 593 Topics (1-3 credits)

The subject matter of these courses will vary but will not duplicate existing courses. Descriptions of the courses are available in the Searchable Class Schedule on Murphy Online. These courses can be repeated for credit so long as the offerings are on different topics.

MACI 610 The Science of Learning (3 credits).

This course examines research-based frameworks for understanding how learning develops in individuals and groups. Contrasts between human learning and machine “learning” are discussed. Students explore how AI can support – or unintentionally undermine – deep understanding and judgment: through tools such as case analyses, guided prompting exercises, transcript studies, and reflective practice, they acquire habits that help them recognize when interactions with AI tools reinforce learning and when they bypass it. Practical strategies for remaining cognitively active while using AI tools are surveyed, including protocols for evaluating AI-generated output, and for making informed decisions about when and how to rely on AI tools for support. Course assignments incorporate polished writing produced prior to this class, e.g. in capstone undergraduate courses.

MACI 620 Navigating Change (3 credits)

This course explores ways in which persons and groups experience and respond to change, especially technological change, and considers navigational strategies, such as viewing disagreement as information rather than obstruction, distinguishing between productive resistance and avoidance, making tradeoffs explicit, and recognizing how power, roles, and incentives shape responses to change. Possible topics include ways in which historical precedents illuminate present-day challenges with AI; contributions from psychology to understanding how identity, emotion, and bias shape responses to change; decision-making under uncertainty; sustaining meaning when familiar structures are disrupted; and ways in which storytelling – constructing overarching narratives that impart meaning or highlight the common good – can help direct change. Course assignments incorporate polished writing produced prior to this class, e.g. in capstone undergraduate courses.

SoED DEGREES, LICENSES, CERTIFICATES, PROGRAM MILESTONES

DEPARTMENT OF EDUCATIONAL LEADERSHIP (EDLD)

DEGREES

Ed.D. Degree: Doctor of Education in Educational Leadership and Learning

Required (Core) Courses:

- EDLD 900 Crafting a Literature Review (3 credits)
 - EDLD 902 Quantitative Research Methods (3 credits)
 - EDLD 904 Qualitative Research Methods (3 credits)
 - EDLD 905 Analysis of Research Data (3 credits)
 - EDLD 915 Leadership Narratives Seminar (3 credits)
 - EDLD 916 Education Leaders and Learners (3 credits)
 - EDLD 917 Scholars and Researchers in Education (3 credits)
 - EDLD 918 Social and Cultural Foundations of Education (3 credits)
 - EDLD 919 Leadership for Social Justice in Education (3 credits)
 - EDLD 920 Framing a Research Study (3 credits)
 - EDLD 921 Dissertation Proposal Design (3 credits)
 - EDLD 922 Dissertation Hours (3 credits)
 - EDLD 923 Dissertation Hours (3 credits)
 - EDLD 924 Dissertation Hours (3 credits)
 - EDLD 925 Dissertation Defense (3 credits)
- PLUS: See concentration or program track electives directly below.

Concentrations or Program Track Electives (21 credits)

(Program Tracks individually planned with Academic Advisor)

Concentration: Music Education

- GMUS 536 Smithsonian Folkways Certificate Course in World Music Pedagogy (3 credits)
- GMUS 601 Teaching and Learning (3 credits)

GMUS 606 Realizing Diversity in Music Education (3 credits)

GMUS 608 Foundations of Music Education (3 credits)

Program Track: Administrative Leadership in K-12 Education

Students can pursue one of the school administrator's licenses: Superintendent, Principal K-12, and Director of Special Education. See the Ed.S. degree section for specific requirements.

Program Track: Adult Learning and Pedagogy

EDLD 701 Effective College Teaching and Learning (3 credits)

EDLD 806 College Student Development Theory (3 credits)

EDLD 839 Foundations of Academic Advising (3 credits)

EDLD 861 Dialogue in Education (3 credits)

EDLD 894 Feminist Perspectives on Leadership (3 credits)

EDLD 890 Seminar in Higher Ed/Administrative Leadership in Higher Education

EDLD 897 Topics: Principles of Adult Learning (3 credits)

EDLD 897 Topics: Critical Pedagogy (3 credits)

Program Track: Global Education

EDLD 869 Educational Leadership in the Global Contexts (3 credits)

EDLD 891 Biography and Leadership (3 credits)

EDLD 872 Education, Development and Underdevelopment (3 credits)

EDLD 868 Leadership in International Development (3 credits)

EDLD 807 The Intellectual and Ethical Foundations of Educational Leadership (3 credits)

EDLD 843 Field Experience in Global Leadership (3 credits)

Program Track: Higher Education Administration

Two of the following Leadership in Student Affairs Core Courses:

EDLD 703 Introduction to Student Affairs (3 credits)

EDLD 707 Introduction to Higher Education (3 credits)

EDLD 804 Legal Issues in Higher Education (3 credits)

EDLD 806 College Student Development Theory (3 credits)

EDLD 839 Foundations of Academic Advising (3 credits)

EDLD 855 Social Justice in Higher Education (3 credits)

EDLD 760 Contemporary and Future Trends in Higher Education and Student Affairs (3 credits)

AND

EDLD 809 Politics of Education (3 credits)

EDLD 890 Seminar/Administrative Leadership in Higher Education (3 credits)

Program Track: Learning Technology Leadership and Innovation

EDLD 580 Instructional Design for Leaders (3 credits)

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

EDLD 582 Promoting Equity with Technology (3 credits)

EDLD 583 Creativity and Innovation (3 credits)

Example Additional Electives (offered on a rotating basis and subject to change)

EDLD 700 The Community College (3 credits)

EDLD 702 Effective College Teaching Practicum (3 credits)

EDLD 710 Trauma-Informed Leadership in Educational Contexts (3 credits)

EDLD 808 Education and Race: Creating Systemic Change (3 credits)

EDLD 814 College Student Mental Health (3 credits)

EDLD 845 Cross-Cultural Communication, Decision-Making, and Conflict Transformation (3 credits)

EDLD 856 Paulo Freire: His Life and Pedagogy (3 credits)

EDLD 899 Visual Methods (3 credits)

Ed.S. Degree: Education Specialist in Educational Leadership and Administration

Core (Required) Courses

EDLD 621 Participatory Action Research for Equitable Change (3 Credits)

EDLD 801 Leadership and Organizational Theory (3 Credits)

EDLD 805 Supervision and Professional Development (3 Credits)

EDLD 807 Foundations of Leadership: An Intellectual and Ethical Practice (3 Credits)

EDLD 820 School Law (3 Credits)

EDLD 826 School Finance (3 Credits)

EDLD 840 Administration of Special Programs (3 Credits)

EDLD 884 Social Justice Leadership and Pedagogy (2 Credits)

PLUS: See licensure options and requirements directly below the other EDLD degree offerings.

M.A. Degree: Master of Arts in Educational Leadership and Administration

Required (Core) Courses:

EDLD 800 Foundations of Educational Leadership (3 credits)

EDLD 801 Leadership and Organizational Theory (3 credits)

EDLD 807 Foundations of Leadership: An Intellectual and Ethical Practice (3 credits)

EDLD 838 Educational Management (3 credits)

EDLD 845 Cross-Cultural Communication, Decision-Making, and Conflict Transformation (3 credits)

EDLD 621 Participatory Action Research for Equitable Change (3 credits)

EDLD 622 Research Design, Analysis and Critique II (1 credit)

EDLD 780 Master's Integrative Seminar (3 credits)

Electives (Choose 9 credits from one track)

Program Track: Critical Pedagogy

EDLD 808 Education and Race: Creating Systemic Change (3 credits)

EDLD 856 Paulo Freire: His Life and Pedagogy (3 credits)

EDLD 861 Dialogue in Education (3 credits)

EDLD 869 Leadership in International Contexts (3 credits) (Study abroad program)

Program Track: Global Leadership

EDLD 891 Biography and Leadership (3 credits)

EDLD 868 Leadership in International Development (3 credits)

EDLD 869 Leadership in International Contexts (3 credits) (Study abroad program)

EDLD 843 Field Experience in Global Leadership (3 credits)

Program Track: Learning Technology Leadership and Innovation (LTLI)*

EDLD 580 Instructional Design for Leaders (3 credits)

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

EDLD 582 Promoting Equity with Technology (3 credits)

EDLD 583 Creativity and Innovation (3 credits)

EDLD 869 Leadership in International Contexts (3 credits) (Study abroad program)

*Students who wish to earn the Learning Technology Leadership and Innovation Certificate should apply to the LTLI program and complete EDLD 580-583 courses.

Program Track: Teacher Leadership and Peer Coaching

EDLD 808 Education and Race: Creating Systemic Change (3 credits)

EDLD 847 Teacher Leadership and Peer Coaching (3 credits)

EDLD 805 Professional Development and Instructional Supervision (3 credits)

EDLD 869 Leadership in International Contexts (3 credits) (Study abroad program)

M.A. Degree: Master of Arts in Leadership in Student Affairs

Required (Core) Courses:

EDLD 621 Participatory Action Research for Equitable Change (3 credits)

EDLD 703 Introduction to Student Affairs (3 credits)

EDLD 707 Introduction to Higher Education (3 credits)

EDLD 715 Administrative Leadership in Student Affairs (3 credits)

EDLD 760 Contemporary and Future Trends in Higher Education and Student Affairs (3 credits)

EDLD 785 Clinical Practice in Student Affairs I (3 credits; effective for students entering Fall 2024 – 1 credit)

EDLD 786 Clinical Practice in Student Affairs II (3 credits; effective for students entering Fall 2024 – 1 credit)

EDLD 801 Leadership and Organizational Theory (3 credits)

EDLD 804 Legal Issues in Higher Education (3 credits)

EDLD 806 College Student Development Theory (3 credits)

EDLD 855 Social Justice in Higher Education (3 credits)

EDLD 864 Leadership in Student Affairs Capstone (3 credits)

PLUS: two three-credit elective courses offered on a rotating basis

LICENSES

Students complete the core courses listed in the Ed.S. section and the following licensure specific courses.

(Part of the Ed.S. degree or stand-alone licensing options for students who already have an administration licensure.)

License: Director of Special Education

The Director of Special Education licensure program requires that the student complete the core courses and each of the courses below plus demonstrate competency in all areas as delineated by Minnesota Rule 3512.0200. In addition, the student's Special Education teaching license must show three years of classroom experience.

EDLD 731 Planning and Administration: The Special Education Director (3 Credits)

EDLD 810 Pre-Assessment: SPED Director (1 Credit)

EDLD 852-54 Clinical Practicum and Seminar: Special Education Director (I, II, & III) (3 x 1 Credit)

EDLD 878 Portfolio and Administrative Licensure Assessment: Special Education Director (1 Credit)

License: Principal K-12

The K-12 Principal licensure program requires that the student complete the core courses and each of the courses below plus demonstrate competency in all areas as delineated by Minnesota Rule 3512.0200. In addition, the student's classroom teaching license must show three years of classroom experience.

EDLD 770 Pre-Assessment: Principal (1 Credit)

EDLD 874 Principalship K-12 (3 Credits)

EDLD 832-34 Clinical Practicum and Seminar: Principal (I, II, & III) (3 x 1 Credit)

EDLD 877 Portfolio and Administrative Licensure Assessment: Principal (1 Credit)

License: Superintendent

(Add the following to the Principal or SPED Director curriculum.)

The Superintendent licensure program requires that the student complete each of the courses below plus demonstrate competency in all areas as delineated by Minnesota Rule 3512.0200. In addition, the student's classroom teaching license must show three years of classroom experience.

EDLD 871 School Superintendent: Issues and Challenges (3 Credits)

EDLD 865-67 Clinical Practicum and Seminar: Superintendent I, II, III (3 x 1 Credit)

EDLD 879 Portfolio and Administrative Licensure Assessment: Superintendent (1 Credit)

CERTIFICATES

Certificate: Leadership in Student Affairs

Required (Core) Courses:

EDLD 703 Introduction to Student Affairs (3 credits)

EDLD 707 Introduction to Higher Education (3 credits)

EDLD 806 College Student Development Theory (3 credits)

EDLD 855 Social Justice in Higher Education (3 credits)

*EDLD 720 Student Affairs Portfolio Assessment (1 credit)

*For completion of certificate (not stacking into MA)

Certificate: Learning Technology Leadership and Innovation*

Required (Core) Courses:

EDLD 580 Instructional Design for Leaders (3 credits)

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

EDLD 582 Promoting Equity with Technology (3 credits)

EDLD 583 Creativity and Innovation (3 credits)

*Students need to apply to the LTLI program to be eligible to receive the LTLI certificate after completion of the course work.

Certificate: Artificial Intelligence (AI) for Educational Professionals

The Graduate Certificate in AI for Educational Professionals prepares K-12 and higher education faculty, educational leaders, and trainers in learning-focused organizations to integrate AI in safe, ethical, and practical ways. Participants build core AI literacy and hands-on competencies to design AI-enabled workflows, instructional activities, and learner support services that enhance learning outcomes, support all students, safeguard privacy, and uphold professional and ethical standards.

Program Format

All courses are delivered online and asynchronously, offering flexibility while still fostering professional connection through optional synchronous online small-group meetings, office hours, and networking opportunities.

The program consists of four 3-credit graduate courses (12 credits) that can be completed in two academic semesters. Students may take courses in any sequence, and because there are no prerequisites, enrollment can begin at the start of any term (fall, spring, or summer) – providing three possible start dates each year.

Each course runs seven weeks. Students may take two courses sequentially per term and complete the four courses in two semesters. Students may also take one course per term and complete the certificate in one academic year. Learners can begin with any course and build the full certificate in the sequence that best fits their professional schedule.

The certificate is designed to stand alone and can also serve as a direct pathway into the Master of Arts in Artificial Intelligence Leadership (MAIL): all 12 certificate credits are transferable into the MAIL program, and certificate graduates who choose to pursue the full degree can count every course toward that credential. Students can transfer the credits into select School of Education degree programs, pending departmental approval.

Program Content

The certificate develops competence across four interconnected domains: professional ethics and AI governance, foundational AI literacy, applied AI tools and ecosystems, and context-specific leadership for educational settings.

Ethics, Governance, and Professional Accountability

One course grounds students in the ethical and legal frameworks governing responsible AI use in human-centered professions:

EDLD 600 Applied Professional Ethics in AI (3 credits)

AI Literacy and Leadership

Two courses develop conceptual understanding of AI systems, evaluation of AI tools and vendor claims, and the skills to communicate and lead AI-related decision-making:

MAIL 557 AI Literacy for Leaders (3 credits)

MAIL 571 AI Applications and Ecosystems (3 credits)

AI Leadership in Educational Practice

One course applies AI knowledge directly to instructional design, assessment, curriculum planning, digital accessibility, and educational transformation:

EDLD 677 / MAIL 677-01 AI Leadership in Practice: Educational Professionals (3 credits)

PROGRAM MILESTONES

M.A. in Educational Leadership and Administration

Admission to the Program:

- Submission of Application form (including Personal Statement based on St. Thomas mission and Letters of Recommendation)
- Minimum overall GPA of 3.00
- Minimum 80 TOEFL or equivalent for non-native English speakers

Pre-assessment:

- Complete entry survey based on Standards of Effective Leadership and Administration

Mid-Program Assessment:

- Complete mid-program Standards of Effective Leadership and Administration survey
- Minimum GPA of 3.0 at St. Thomas
- Completion of leadership inventories
- Complete Experiential learning or study abroad portfolio (evaluated by program director)
- Complete Intercultural competencies

Program Capstone:

- Leadership & Administration track courses completed with grade of B-or better
- Completion of Service learning or civic engagement (20 hour-service or more)
- Minimum GPA of 3.0 at St. Thomas
- Completion of summative projects with grade B or better

MA in Leadership in Student Affairs

Admission to program:

- Submission of Application form (including Personal Statement based on St. Thomas mission and Letters of Recommendation)
- Minimum overall GPA of 3.00

Pre-Assessment:

- Students complete a self-assessment using competency rubrics established by national professional organizations ACPA & NASPA

Mid-Program Assessment:

- Students complete a self-assessment using competency rubrics established by national professional organizations ACPA & NASPA, comparing pre-assessment data to mid-point data
- Two practicum courses require evaluation by site supervisors

Program Capstone:

- Students complete a self-assessment using competency rubrics established by national professional organizations ACPA & NASPA, comparing pre-assessment data to mid-point and end-of-program data
- Students complete a summative Capstone project related to the field of student affairs and present original research at the annual Leadership in Student Affairs Capstone Research Symposium

Ed.D. Program in Educational Leadership and Learning

Admission to the program:

- Submission of Application form (including Personal Statement, leadership portfolio, and Letters of Recommendation)
- Minimum overall GPA of 3.00
- M.A. or M. S. degree
- 3 years of professional work experiences

Prospectus or Dissertation Concept Paper:

- Approval of a research prospectus through a faculty blind review process
- Completion during the third-year summer

Dissertation Proposal:

- Approval of a dissertation proposal from a dissertation committee.
- Attainment of the doctoral candidate status
- Dissertation Completion
- Minimum overall GPA of 3.00
- Completion of all dissertation courses
- Approval of a dissertation by a dissertation committee
- Submission of the final dissertation manuscript to the department following all style conventions.

Education Specialist (Ed.S.) Degree or School administrator Licensure Program

Admission to the program:

- Submission of Application form (including Personal Statement based on St. Thomas mission and Letters of Recommendation)
- Minimum overall GPA of 3.00
- M.A. or M. S. degree
- 3 years of classroom experience or administrator experiences
- Confirmation of MDE file number

Licensure Pre-assessment:

- Complete Self-Assessment based on BOSA leadership competencies
- Engage in one-to-one feedback session with the University Field Experience supervisor
- Create the Clinical Practicum plan.

Mid Program Assessment:

- Complete and reflect on the first and second field experiences
- Receive feedback from the University Field Experience supervisor

- Begin to collect artifacts for the portfolio
- Review clinical hours and update the log

Completion of Field Experiences:

- Complete the required number of hours and experiences specified by the University and Minnesota state requirements.
- On-site supervisor examines the log of hours of the candidate, verifying the accuracy of the recorded hours.
- Engage in a feedback session with the University Supervisor and On-site supervisor

Licensure Panel Presentation:

- Complete the electronic portfolio.
- Complete post-assessment of BOSA leadership competencies
- Present the portfolio to a panel of at least three current or retired licensed professionals in the field of the candidate's licensure.
- Receive oral feedback on the presentation from the exit interview panel.
- Receive comprehensive feedback on the candidate's presentation.

Recommendation for Licensure:

- Complete all courses with a grade of B- or better
- Submit PELSB school administrator application to the UST licensure specialist
- Minimum overall GPA of 3.0 at St. Thomas

DEPARTMENT OF SPECIAL EDUCATION (SPED)

DEGREES

M.A. Degree: Master of Arts in Special Education

Candidates pursuing this degree have already earned a Bachelor's and initial licensure.

- Students who enter the program with these credentials in Special Education choose from the first group of license options noted below, and earn a Master's degree and additional license in Special Education.
- Students who enter the program with these credentials in Teacher Education choose from the second group of license options noted below, and earn a Master's degree and a first license in Special Education.

LICENSES (for students entering the program with initial licensure in Special Education: "additional SPED + MA")

License (additional SPED + MA): Academic and Behavioral Strategist (30 credits)

Core (Required) SPED Courses:

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)

Licensure Courses:

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

PLUS: Two electives approved by advisor.

SPED 720 Student Teaching and Seminar: Academic Behavioral Specialist (3-4 credits)

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

License (additional SPED + MA): Autism Spectrum Disorders (30 credits)

Core (Required) SPED Courses:

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)

Licensure Courses:

SPED 702 Social and Communication Interventions (3 credits) (Cross listed SPUG 402)

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

PLUS: One elective approved by advisor.

SPED 704 Student Teaching and Seminar: Autism Spectrum Disorders (3-4 credits)

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

License (additional SPED + MA): Developmental Disabilities (30 credits)

Core (Required) SPED Courses:

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)

Licensure Courses:

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)

SPED 751 Positioning, Handling and Augmentative Communication Strategies (3 credits) (Cross listed SPUG 451)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

PLUS: One elective approved by advisor.

SPED 756 Student Teaching and Seminar: Developmental Disabilities (3-4 credits)

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

License (additional SPED + MA): Early Childhood Special Education (30 credits)

Core (Required) SPED Courses:

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)

Licensure Courses:

SPED 740 Methods: Early Childhood Special Education (3 credits) (Cross listed SPUG 440)

SPED 744 Fundamentals: Infants, Toddlers, and Families (3 credits) (Cross listed SPUG 444)

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

SPED 741 Student Teaching and Seminar: Early Childhood Special Education (3-4 credits)

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

License (additional SPED + MA): Emotional or Behavioral Disorders (30 credits)

Core (Required) SPED Courses:

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)

Licensure Courses:

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 733 Methods: Emotional Behavioral Disorders (3 credits)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

PLUS: One elective approved by advisor.

SPED 734 Student Teaching and Seminar: Emotional, Behavioral Disorders (3-4 credits)

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

LICENSES (for students entering the program with initial licensure in Teacher Education: "first SPED + MA")

Core (Required) SPED Courses for ALL "first SPED + MA" license options:

SPED 750 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion (3 credits) (Cross listed REDP 631 & SPUG 250)

SPED 785 Applied Behavior Analysis: Behavioral Interventions and Learning Environments (3 credits) (Cross listed REDP 625 & SPUG 485)

SPED 714 Professional Practice: Collaboration, Co-teaching and Educational Technology (3 credits) (Cross listed REDP 624 & SPUG 414)

PLUS: Licensure Courses as specified below for each license

Master's Completion:

SPED 500 Principles of Educational Research: Special Education (3 credits)

License (first SPED + MA): Academic Behavior Strategist (33 credits)

- SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)
- SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross listed REDP 622/623 & SPUG 445)
- SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)
- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)
- SPED 720 Student Teaching and Seminar: Academic Behavioral Specialist (3-4 credits)
- TEGR 570 Language Development, Literacy and Literature II (3 credits)

License (first SPED + MA): Autism Spectrum Disorders (36 credits)

- SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)
- SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross listed REDP 622/623 & SPUG 445)
- SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)
- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 702 Social and Communication Interventions (3 credits) (Cross listed SPUG 402)
- SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)
- TEGR 570 Language Development, Literacy and Literature II (3 credits)
- SPED 704 Student Teaching and Seminar: Autism Spectrum Disorders (3-4 credits)

License (first SPED + MA): Developmental Disabilities (36 credits)

- SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)
- SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross listed REDP 622/623 & SPUG 445)

- SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)
- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)
- SPED 751 Positioning, Handling and Augmentative Communication Strategies (3 credits) (Cross listed SPUG 451)
- TEGR 570 Language Development, Literacy and Literature II (3 credits)
- SPED 756 Student Teaching and Seminar: Developmental Disabilities (3-4 credits)

License (first SPED + MA): Early Childhood Special Education (33credits)

- SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)
- SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)
- SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)
- SPED 740 Methods: Early Childhood Special Education (3 credits) (Cross listed SPUG 440)
- SPED 744 Fundamentals: Infants, Toddlers, and Families (3 credits) (Cross listed SPUG 444)
- TEGR 570 Language Development, Literacy and Literature II (3 credits)
- SPED 741 Student Teaching and Seminar: Early Childhood Special Education (3-4 credits)

License (first SPED + MA): Emotional or Behavioral Disorders (36 credits)

- SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)
- SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross listed REDP 622/623 & SPUG 445)
- SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)
- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 733 Methods: Emotional Behavioral Disorders (3 credits)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

SPED 734 Student Teaching and Seminar: Emotional, Behavioral Disorders (3-4 credits)

NOTE: Non-conventional program information for the M.A. degree with licensing is included in a separate section below titled, "Non-conventional Programs (Departments of Special Education and Teacher Education". Students gain entry to these programs by invitation through a special admissions process.

M.A.T. Degree: Master of Arts in Teaching (with initial licensure): Special Education

Standards of Effective Practice Courses (Required: 16 credits):

TEGR 510 Education's Place in Society (3 credits)

TEGR 512 Diversity and Cultural Competence (3 credits)

TEGR 530 Psychology of Teaching and Learning (3 credits) & TEGR 532 Field Experience II (1 credit)

TEGR 550 Language Development, Literacy and Literature I (3 credits)

TEGR 570 Language Development, Literacy and Literature II (3 credits)

Core (Required) SPED Courses (18 graduate credits):

SPED 750 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion (3 credits) (Cross listed REDP 631 & SPUG 250)

SPED 785 Applied Behavior Analysis: Behavioral Interventions and Learning Environments (3 credits) (Cross listed REDP 625 & SPUG 485)

SPED 714 Professional Practice: Collaboration, Co-teaching and Educational Technology (3 credits) (Cross listed REDP 624 & SPUG 414)

SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)

SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross listed REDP 622/623 & SPUG 445)

SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross listed REDP 627/628 & SPUG 417)

PLUS: Licensure Courses as specified below for each license

Master's Completion (a total of 30 minimum graduate credits required):

SPED 500 Principles of Educational Research: Special Education (3 credits)

LICENSES

License: Academic and Behavioral Strategist (K-12) (9-10 credits)

- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross listed REDP 626/632 & SPUG 419)
- SPED 720 Student Teaching and Seminar: Academic Behavioral Specialist (3-4 credits)

License: Autism Spectrum Disorders (B-21) (12-13 credits)

- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 702 Social and Communication Interventions (3 credits) (Cross listed SPUG 402)
- SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)
- SPED 704 Student Teaching and Seminar: Autism Spectrum Disorders (3-4 credits)

License: Developmental Disabilities (K-12) (12-13 credits)

- SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)
- SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross listed SPUG 454)
- SPED 751 Positioning, Handling and Augmentative Communication Strategies (3 credits) (Cross listed SPUG 451)
- SPED 756 Student Teaching and Seminar: Developmental Disabilities (3-4 credits)

License: Early Childhood Special Education (12-13 credits)

- SPED 778 Fundamentals: Preschoolers (3 credits) (Cross listed SPUG 478)
- SPED 744 Fundamentals: Infants, Toddlers, and Families (3 credits) (Cross listed SPUG 444)
- SPED 740 Methods: Early Childhood Special Education (3 credits) (Cross listed SPUG 440)
- SPED 741 Student Teaching and Seminar: Early Childhood Special Education (3-4 credits)

License: Emotional or Behavioral Disorders (K-12) (12-13 credits)

SPED 718 Secondary Academic Interventions and Transitions (3 credits) (Cross listed REDP 629/630 & SPUG 418)

SPED 733 Methods: Emotional Behavioral Disorders (3 credits)

SPED 755 Positive Behavior Supports for Diverse Learners (3 credits)

SPED 734 Student Teaching and Seminar: Emotional, Behavioral Disorders (3-4 credits)

CERTIFICATE

Certificate: Autism Spectrum Disorders (15 credits):

SPED 750 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion (3 credits) (Cross listed REDP 631 & SPUG 250)

SPED 785 Applied Behavior Analysis: Behavioral Interventions and Learning Environments (3 credits) (Cross listed REDP 625 & SPUG 485)

SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross listed REDP 621 & SPUG 316)

SPED 702 Social and Communication Interventions (3 credits) (Cross listed SPUG 402)

SPED 703 Methods: Autism Spectrum Disorders (3 credits) (Cross listed SPUG 403)

PROGRAM MILESTONES

Admission to the Special Education Program:

- Application Form
- Personal Statement based on St. Thomas mission
- Letters of Recommendation
- Transcript Review
- Minimum overall GPA of 3.00

Admission to Advanced Candidacy in Special Education:

- Entry Survey
- Standards of Effective Practice education courses completed with grade of B or better
- Special education licensure courses completed with grade of B-or better
- Minimum GPA of 3.0 at St. Thomas
- Field Experience I successfully completed
- Dispositions Assessments; minimum scores of 1
- Key Assessment; minimum overall score of 1

Admission to Student Teaching:

- Standards of Effective Practice and reading education courses completed with grade of B or better
- Special education licensure courses completed with grade of B- or better
- Minimum overall GPA of 3.0 at St. Thomas
- Field Experience II; minimum scores of 1
- Field Experience III; minimum scores of 1
- Dispositions Assessment; minimum scores of 1
- Key assessments; minimum overall scores of 1
- Application for Student Teaching

Recommendation for Licensure:

- Standards of Effective Practice and reading education courses completed with grade of B or better
- Special education licensure courses completed with grade of B- or better
- Minimum overall GPA of 3.0 at St. Thomas
- Student Teaching Evaluation by Cooperating Teacher
- Student Teaching Evaluation by University Supervisor
- Dispositions Assessments from Student Teaching; minimum scores of 1
- Successful completion of performance assessment

DEPARTMENT OF TEACHER EDUCATION (TE)

DEGREES

M.A. Degree: Master of Arts in Educational Studies (for licensed teachers)

Required (Core) Courses:

CIED 670 Assessment for Learning (3 credits)

CIED 532 Curriculum, P-16 (3 credits)

CIED 603 Education Equity and Inclusive Practices (3 credits)

CIED 551 Learning Design with Technology (3 credits)

OR

CIED 552 Learning Design with Technology in International Contexts (3 credits)

PLUS: students will choose one of the following concentrations.

Concentrations

Concentration: Engineering Education

EGED 530 Fundamentals of Engineering

EGED 531 Engineering Design

TEGR 528 Engineering in the P-12 Classroom

Choice of three of the following:

EGED 612 Digital Electronics and Computing Systems

EGED 613 Materials Science and Engineering

EGED 614 Manufacturing Engineering in the Classroom

EGED 615 Statics, Materials and Structures

EGED 699 Manufacturing Engineering in the Classroom

Concentration: Hispanic Cultures, Literature, and Linguistics

Required (Core) Courses:

Foundational course: GSPA 510 Topics in World Languages Teaching (3 Credits)

PLUS: an additional 15 credits distributed as follows:

At least one course (three credits) in each of the following areas:

Hispanic Culture and Civilization

GSPA 515 Hispanic Cinema Studies (cross-listed with Span 415) (3 Credits)

GSPA 523 Hispanic Visual Culture and Literature (3 Credits)

GSPA 524 Hispanics in Minnesota and the U.S. (3 Credits)

GSPA 530 Exile and Migration in Contemporary Spain (3 Credits)

Hispanic Literature

GSPA 512 Chicano and U.S. Latino Literature(s) and Culture(s) (cross-listed with Span 412) (3 Credits)

GSPA 522 Mexican Literature and Society (3 Credits)

GSPA 525 Caribbean Literature and Cultures (3 Credits)

GSPA 540 Topics in Hispanic Culture and Literature (cross-listed with Span 489 Topics) (3 Credits)

Hispanic Linguistics

GSPA 517 Spanish Phonetics and Phonology for Teachers (3 Credits)

GSPA 519 Spanish Sociolinguistics (3 Credits)

GSPA 550 Topics in Hispanic Linguistics (cross-listed with Span 490 Topics) (3 Credits)

Concentration: K-12 Reading Endorsement

READ 500 Research in Literacy

READ 501 Emergent Literacy

READ 701 Literacy Instruction K-6

READ 702 Content Area Reading Instruction

READ 704 Reading Assessment and Remediation

READ 720 Practicum in Assessment and Remediation

Concentration: Learning Technology Leadership and Innovation (Competency-Based Education)

EDLD 580 Instructional Design for Leaders (3 credits)

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

EDLD 582 Promoting Equity with Technology (3 credits)

EDLD 583 Creativity and Innovation (3 credits)

PLUS: Two electives from EGED 530, EGED 531, or TEGR 528 (3 credits) in the Engineering Education certificate or advisor's approval.

Concentration: Mathematics Education

TEGR 640 Teaching Math with Conceptual Understanding

TEGR 641 Developing Number Sense for the P-12 Learner

TEGR 642 Mathematics Reasoning and Problem Solving in the P-12 Classroom

TEGR 643 Current Issues in Mathematics Education

PLUS: Two electives approved by advisor

Concentration: Mental Health for Educators

TEGR 650 Mental Health and Wellness for Educators (2 credits)

TEGR 651 Healthy Learning Environments (3 credits)

TEGR 652 Mental Health and Youth Behavior (2 credits)

TEGR 653 Mental Health and Learning (2 credits)

TEGR 654 Comprehensive School Mental Health (2 credits)

TEGR 655 Mental Health and Well-Being in Education Capstone (1 credit)

PLUS: Six graduate elective credits from Teacher Education, Special Education, or Educational Leadership chosen in consultation with the advisor.

Concentration: Special Education

SPED 750 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion

SPED 785 Applied Behavior Analysis: Behavioral Interventions and Learning Environments

SPED 714 Professional Practice: Collaboration, Co-teaching and Educational Technology

SPED 716 Fundamentals: Students with Mild to Moderate Needs

SPED 719 Methods: Social, Emotional and Behavioral Interventions

SPED 717 Elementary Academic Interventions and Literacy

Concentration: Teaching College English

GENG 513 Issues in Criticism

GENG 507 Teaching College English

GENG 697 Independent Project

Choose one of the following:

GENG 558 Multicultural Literature

GENG 559 Native American Literature

GENG 560 African American Literature

GENG 658 Topics in Multicultural Literature

GENG 659 Topics in Native American Literature

GENG 660 Topics in African American Literature

PLUS Additional Six Credits: Students may choose from a wide variety of courses in British, American, and world literature as well as courses in writing and pedagogy.

NOTE: Non-conventional program information for the M.A. degree with licensing is included in a separate section below titled, "Non-conventional Programs (Departments of Special Education and Teacher Education". Students gain entry to these programs by invitation through a special admissions process.

M.A.T. Degree: Master of Arts in Teaching (with initial licensure): Teacher Education

Block I. Education Courses:

TEGR 510 Education's Place in Society (3 credits)

TEGR 512 Diversity and Cultural Competence (3 credits)

Block II. Education Courses:

TEGR 530 Psychology for Teaching and Learning (3 credits)

TEGR 532 Field Experience II: Learning and Teaching (1 credit)

PLUS (required for all areas except Music Education):

TEGR 550 Language Development, Literacy and Literature I (K-6) (3 credits)

OR

TEGR 585 Reading for the 5-12 Teacher (All Secondary Licensure Areas) (3 credits)

Block III. Education Courses (differ by license as noted in each area)

PLUS: Subject-area Content Courses (differ by license as noted in each area)

Block IV. Education Courses:

CIED 551 Learning Design with Technology (3 credits)

OR

CIED 552 Learning Design with Technology in International Contexts (3 credits)

TEGR 660 Clinical Practice and Seminar (7 credits)

Master's Completion (a total of 30 minimum graduate credits required):

CIED 670 Assessment for Learning (3 credits)

LICENSES

LICENSE: Elementary Education (K-6)

Block III. Education Courses:

TEGR 570 Language Development, Literacy and Literature II (3 credits)

TEGR 571 Teaching Math and Technology (3 credits)

TEGR 572 Teaching Science and Healthy Living (3 credits)

TEGR 573 Teaching Social Studies and Arts (3 credits)

TEGR 537 Field Experience III: Curriculum and Instruction (1 credit)

Elementary Allied Courses:

TEGR 640 Teaching Mathematics with Conceptual Understanding in the P-12 Classroom
(3 credits)

MATH XXX College-level math course

3 Lab Sciences classes, 1 each chosen from BIOL, GEOL, and either CHEM or PHYS

BIOL 100 or 101 or 102 or 105 or 106 or 195 or 196 or 197 or 198 or 207 or 208

CHEM 100 or 101 or 103 or 109 or 111 or 112 or 115

GEOL 100 or 102 or 110 or 111 or 114 or 115 or 130 or 161 or 162 or 211 or 220 or
252 or 260 or 461 or 462

PHYS 100 or 101 or 102 or 104 or 105 or 109 or 110 or 111 or 112

LICENSES: Secondary Grades (5-12)

License: Chemistry (9-12) and General Science (5-8)

Block III. Education Courses:

TEGR 518 Curriculum and Instruction: (5-12) Science (4 credits)

TEGR 544 Field Experience III: Curriculum and Instruction (1 credit)

Chemistry (9-12) Content Course Requirements:

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II (or substitute CHEM 115 for CHEM 111 & 112)

CHEM 201 Organic Chemistry I

CHEM 202 Organic Chemistry II

CHEM 300 Quantitative Analysis

CHEM 331 Chemical Thermodynamics and Reaction Dynamics

CHEM 491 Individual Research (2 credits)

CHEM 481 Seminar (1 credit)

CHEM 484 Seminar (1 credit)

MATH 113 Calculus I

MATH 114 Calculus II

PHYS 111 Intro to Classical Physics I

PHYS 112 Intro to Classical Physics II

General Science (5-8) Content Course Requirements:

BIOL 101 General Biology (or the sequence BIOL 201, 202, 204)

CHEM 100 Chemistry in Our World

PHYS 101 Physics as a Liberal Arts Student (or PHYS 109 & 110 or PHYS 111 & 112)

GEOL 111 Introduction to Physical Geology (or *one of* GEOL 110, 113, 114, 115)

PHYS 104 Astronomy

License: Communication Arts and Literature (5-12)

Block III. Education Courses:

- TEGR 516 Curriculum and Instruction: (5-12) Communication Arts and Literature
(4 credits)
- TEGR 536 Field Experience III: Curriculum and Instruction (1 credit)
- TEGR 545 Adolescent Literature (3 credits)

Communication Arts and Literature (5-12) Content Course Requirements:

- COJO 212 Rhetorical Criticism
- COMM326 Communication in Pop Culture
- COMM366 Persuasion and Social Influence
- TEGR 545 Adolescent Literature
- ENGL 121 Critical Thinking: Literature and Writing
- ENGL 300 Theory and Practice of Writing
- ENGL 305 Linguistics: English Language
- ENGL 327 Major Literary Genres
- ENGL 361 Shakespeare and Early Modern Period
- ENGL 380 or 280 Issues in English Studies or Introduction to English Studies
- PLUS one additional course from each of the following categories (16 credits):
- ENGL 211 or 212 British Authors I or British Authors II
- ENGL 214 or 215 American Authors I or American Authors II
- ENGL 217 or 218 Multicultural Literature or Women's Literature
- ENGL 220 or 221 The Classical Tradition or The Modern Tradition

License: Earth and Space Science (9-12) and General Science (5-8) [we are not currently accepting new applications for this program]

Block III. Education Courses:

- TEGR 518 Curriculum and Instruction: (5-12) Science (4 credits)
- TEGR 544 Field Experience III: Curriculum and Instruction (1 credit)

Earth and Space Science (9-12) Content Course Requirements:

ONE of the following:

GEOL 111 Introduction of Physical Geology

GEOL 114 The Science of Natural Disasters

GEOL 115 Environmental Geology

GEOL 162 The Earth's Record of Climate

PLUS:

BIOL 207 Genetics, Ecology, and Evolution

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

GEOL 211 Earth Materials

GEOL 252 Earth Surface Processes and Geomorphology

GEOL 260 Regional Geology and Geologic Field Methods

GEOL 320 Sedimentology and Stratigraphy

GEOL 340 Fundamentals of the Lithosphere I (Petrology)

GEOL 360 Fundamentals of the Lithosphere II (Structural Geol)

GEOL 460 OR 491 Advanced Field Geology or Research

PHYS 101 Physics for Liberal Arts I

PHYS 104 Astronomy

PLUS:

MATH 113 Calculus

OR

MATH 108 and 109 Calculus with Review I and Calculus with Review II

General Science (5-8) Content Course Requirements:

BIOL 101 General Biology (or the sequence BIOL 201, 202, 204)

CHEM 100 Chemistry in Our World (or CHEM 111)

GEOL 111 Introduction to Physical Geology (or *one of* GEOL 110, 113, 114, 115)

PHYS 101 Physics as a Liberal Arts Student (or PHYS 109 & 110 or PHYS 111 & 112)

PHYS 104 Astronomy

License: Life Science (9-12) and General Science (5-8)

Block III. Education Courses:

TEGR 518 Curriculum and Instruction: (5-12) Science (4 credits)

TEGR 544 Field Experience III: Curriculum and Instruction (1 credit)

Life Science (9-12) Content Course Requirements:

BIOL 101 General Biology

BIOL 207 Genetics, Ecology, and Evolution

BIOL 208 Biological Communication and Energetics

BIOL 209 Biology of Sustainability

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

CHEM 201 Organic Chemistry I

PHYS 104 Astronomy

PLUS: 16 additional BIOL credits numbered 200 or above; chosen with advisor approval

General Science (5-8) Content Course Requirements:

BIOL 101 General Biology (or the sequence BIOL 207, 208, 209)

CHEM 100 Chemistry in Our World (or CHEM 111)

GEOL 111 Intro Physical Geology (or *one of* GEOL 110, 113, 114, 115)

PHYS 101 Physics for Liberal Arts I

PHYS 104 Astronomy

License: Mathematics (5-12)

Block III. Education Courses:

TEGR 517 Curriculum and Instruction: (5-12) Mathematics (4 credits)

TEGR 541 Field Experience III: Curriculum and Instruction (1 credit)

Mathematics (5-12) Content Course Requirements:

MATH 113 Calculus I (or 108-109)

MATH 114 Calculus II

MATH 200 Multi-Variable Calculus

MATH 201 Bridge to Mathematical Proof

MATH 223 Mathematics for Elementary Teachers III

MATH 240 Linear Algebra

MATH 301 Abstract Algebra [spring]

MATH 325 Geometry [even years, spring]

PLUS:

MATH 303 and MATH 3xx Statistics for the Applied Sciences and one additional course
300 and above

OR

MATH 313 and STAT 314 Probability [spring] and Mathematical Statistics [fall]

License: Physics (9-12) and General Science (5-8)

Block III. Education Courses:

TEGR 518 Curriculum and Instruction: (5-12) Science (4 credits)

TEGR 544 Field Experience III: Curriculum and Instruction (1 credit)

Physics (9-12) Content Course Requirements:

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

CISC 130 Intro to Programming and Problem Solving in Sciences

ENGR 350 Introduction to Electronics

GEOL 111 Introduction to Physical Geology (or one of GEOL 110, 113, 114, 115)

MATH 113 Calculus I

MATH 114 Calculus II

MATH 200 Multivariable Calculus

MATH 210 Introduction to Differential Equations and Systems

PHYS 104 Astronomy

PHYS 111 Introduction to Classical Physics I

PHYS 112 Introduction to Classical Physics II

PHYS 215 Foundations of Modern Physics: Atom to Big Bang

PHYS 225 Applications of Modern Physics: Atom to the Diode

PHYS 323 Methods of Experimental Physics

PLUS: 4 additional credits in PHYS courses other than 101

BIOL 101 General Biology (or the sequence BIOL 207, 208, 209)

General Science (5-8) Content Course Requirements:

BIOL 101 General Biology (or the sequence BIOL 207, 208, 209)

CHEM 100 Chemistry in Our World (or CHEM 111)

GEOL 111 Intro Physical Geology (or *one of* GEOL 110, 113, 114, 115)

PHYS 101 Physics for Liberal Arts I

PHYS 104 Astronomy

License: Social Studies (5-12)

Block III. Education Courses:

TEGR 519 Curriculum and Instruction: (5-12) Social Studies (4 credit)

TEGR 546 Field Experience III: Curriculum and Instruction (1 credit)

Social Studies (5-12) Content Course Requirements:

ENVR 151 Environmental Challenges and Sustainable Solutions

POLS 104 American Government in Comparative Perspective

PSYC 111 General Psychology

SOCI 100 Introduction to Sociology

SOCI 301 General Anthropology

ECON 251 Principles of Macroeconomics

PLUS one of:

HIST 111 Origins of the Modern World to 1550

HIST 112 The Modern World Since 1550

HIST 115 The World Since 1900

PLUS one of:

HIST 113 Early America in Global Perspective

HIST 114 The Modern U.S. in Global Perspective

PLUS one of:

Non-US History Elective

HIST 117 Latin America in Global Perspective

HIST 118 Middle East and North Africa in Global Perspective

HIST 119 East Asian Civilizations in Global Perspective

HIST 231 Empires & Nations of the Middle East

HIST 240 Foundations of Chinese Civilization

HIST 241 The History of Modern China

HIST 244 Modern East Asia

HIST 293 Topics in History of Africa, Asia, Latin America or the Middle East

HIST 303 History of Modern Brazil

HIST 309 Urban Latin America

HIST 349 History of the Ottoman Empire (1300-1922)

HIST 375 Non-State Actors in the Islamic World

HIST 395 Topics in History of Africa, Asia, Latin America or the Middle East

PLUS one of:

GEOG 111 Human Geography

GEOG 113 World Geography

PLUS: six courses (24 credits) – in one of the social science disciplines (economics, geography, history, political science, psychology or sociology). Courses subject to departmental approval.

LICENSES: Elementary Education and Secondary Grades (K-12)

License: Instrumental Music Education (K-12)

Block III. Education Courses:

EDUC 207 Early Elementary Music Methods PK-2 (3 credits)

EDUC 307 Intermediate Elementary Music Methods 3-5 (3 credits)

EDUC 314 Secondary Music Methods 6-12 (3 credits)

EDUC 418 Choral/Instrumental Music Methods (2 credits)

TEGR 542 Field Experience III: Curriculum and Instruction (1 credit)

Instrumental Music Content Course Requirements:

EDUC 110 Introduction to Music Education

EDUC 218 Teaching Techniques Brass Family [Fall-Even]

EDUC 220 Teaching Techniques Percussion Family [Spr-Even]

EDUC 221 Teaching Techniques Woodwind Family [Spr-Even]

EDUC 324 Teaching Techniques String Family [Spr-Odd]

EDUC 362 Vocal Pedagogy for Singers [Fall-Even]

MUSC 354 Advanced Conduction and Materials: Instrumental

MUSC 001 Student Convocation Hour (6 semesters)

MUSC 101 Piano Skills I

MUSC 102 Piano Skills II

MUSC 113 Music Theory I

MUSC 114 Music Theory II

MUSC 133 Music of the U.S.: Aural and Written Traditions

MUSC 201 Piano Skills III

MUSC 202 Piano Skills IV

MUSC 213 Music Theory III

MUSC 214 Music Theory IV

MUSC 231 Introduction to Conducting I

MUSC 233 Music of the World: Aural and Written Tradition

MUSC 411 History and Literature of Music I

MUSC 412 History and Literature of Music II

MUSN 185 or 186 Ensemble (6 semesters) see catalog for selection guidelines

MUSP 103 Skills for Piano Proficiency * piano majors only

MUSP 3xx Performance Studies (6 semesters)

MUSR 200 Piano Proficiency

MUSR 270 Level I Recital

MUSR 350 Level II Recital

PHYS 105 Musical Acoustics

License: Vocal Music Education (K-12)

Block III. Education Courses:

EDUC 207 Early Elementary Music Methods PK-2 (3 credits)

EDUC 307 Intermediate Elementary Music Methods 3-5 (3 credits)

EDUC 314 Secondary Music Methods 6-12 (3 credits)

EDUC 418 Choral/Instrumental Music Methods (2 credits)

TEGR 542 Field Experience III: Curriculum and Instruction (1 credit)

Vocal Music Content Course Requirements:

EDUC 110 Introduction to Music Education

EDUC 176 Diction for Singers

EDUC 324 Teaching Techniques for the String Family

EDUC 362 Vocal Pedagogy for Singers

MUSC 355 Advanced Conducting and Materials: Vocal Concentration

MUSC 001 Student Convocation Hour (6 semesters)

MUSC 101 Piano Skills I

MUSC 102 Piano Skills II

MUSC 113 Music Theory I

MUSC 114 Music Theory II

MUSC 133 Music of the U.S.: Aural and Written Traditions

MUSC 201 Piano Skills III

MUSC 202 Piano Skills IV

MUSC 213 Music Theory III

MUSC 214 Music Theory IV

MUSC 231 Introduction to Conducting I

MUSC 233 Music of the World: Aural and Written Traditions

MUSC 411 History and Literature of Music I

MUSC 412 History and Literature of Music II

MUSN 142 or 160 Ensemble (6 semesters) *see catalog for selection guidelines

MUSP 103 Skills for Piano Proficiency *piano majors only

MUSP 3xx Performance Studies (6 semesters)

MUSR 200 Piano Proficiency

MUSR 270 Level I Recital

MUSR 350 Level II Recital

PHYS 105 Musical Acoustics

License: World Language and Culture-Spanish (K-12)

Candidates must earn a major in Spanish and must successfully complete an Oral Proficiency Interview (ACTFL) prior to Clinical Practice.

Block III. Education Courses:

TEGR 580 Curriculum and Instruction: (K-12) World Language and Culture (4 credits)

TEGR 547 Field Experience III: Curriculum and Instruction (1 credit)

Spanish Content Course Requirements

32 credits SPAN 300 and above including:

SPAN 300 Oral and Written Spanish

SPAN 301 Adv Written Language and Culture

SPAN 305 Spanish Oral Expression and Culture

SPAN 335 Intro to Spanish Literature

SPAN 315 Hispanic Linguistics

SPAN 331 OR 332 Spanish Culture and Civilization OR Latin American Culture and Civilization

PLUS: SPAN electives to complete major

License: Reading Endorsement (K-12)

This course of study prepares teachers holding a current MN license to meet the reading teacher licensure requirements in MN. This can be taken as part of the MA in Educational Studies.

Endorsement Only (18 Credits):

READ 500 Research in Literacy (3 Credits)

READ 702 Content-area Literacy (3 Credits)

READ 501 Emergent Literacy K-2 (3 Credits)

READ 701 Literacy Instruction K-6 (3 Credits)

READ 704 Reading Assessment and Remediation (3 Credits)

READ 720 Practicum in Reading Assessment and Remediation (3 Credits)

CERTIFICATES

These Certificates can be taken as part of the MA in Educational Studies. The addition of two courses to certificates qualifies it to be a concentration. The two elective courses are decided in consultation with the program advisor.

Certificate: Engineering Education

Joint program with School of Engineering

Required Courses:

EGED 530 Fundamentals of Engineering (3 credits)

EGED 531 Engineering Design (3 credits)

TEGR 528 Engineering in the P-12 Classroom (3 credits)

Engineering Elective (3 credits) including EGED 612, EGED 613, EGED 614, EGED 699

See School of Engineering Catalog for descriptions of EGED courses.

Certificate: Mental Health

Required Courses:

TEGR 650 Mental Health and Wellness for Educators (2 credits)

TEGR 651 Healthy Learning Environments (3 credits)

TEGR 652 Mental Health and Youth Behavior (2 credits)

TEGR 653 Mental Health and Learning (2 credits)

TEGR 654 Comprehensive School Mental Health (2 credits)

TEGR 655 Mental Health and Well-Being in Education Capstone(1 credit)

Certificate: Mathematics Education

Required Courses:

TEGR 640 Teaching Mathematics with Conceptual Understanding in the P-12 Classroom (3 credits)

TEGR 641 Developing Number Sense in P-12 Learners (3 credits)

TEGR 642 Mathematical Reasoning and Problem Solving in the P-12 Curriculum (3 credits)

TEGR 643 Current Issues in Mathematics Education (3 credits)

Certificate: Learning Technology Leadership and Innovation

Required Courses:

EDLD 580 Instructional Design for Leaders (3 credits)

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

EDLD 582 Promoting Equity with Technology (3 credits)

EDLD 583 Creativity and Innovation (3 credits)

MICROCREDENTIALS

Microcredential Education Essentials: Contemporary Issues, Policies, and Pedagogy

Required Courses:

TEGR 510 Education's Place in Society (3 credits)

TEGR 512 Diversity and Cultural Competence (3 credits)

Microcredential Education Essentials: Pedagogy and Planning with Literacy Strategies

Required Courses:

TEGR 530 Psychology for Teaching and Learning (3 credits)

TEGR 532 Field Experience II: Learning and Teaching (1 credit)

TEGR 550 Language Development, Literacy and Literature I (K-6) (3 credits)

OR

TEGR 585 Reading for the 5-12 Teacher (All Secondary Licensure Areas) (3 credits)

Microcredential Education Essentials: Assessment Strategies and Technology Integration

Required Courses:

CIED 551 Learning Design with Technology (3 credits)

CIED 670 Assessment for Learning (3 credits)

PROGRAM MILESTONES

Admission to the Teacher Education Program:

- Submission of Application form (including Personal Statement based on St. Thomas mission and Letters of Recommendation)
- Submission of Request for Transcript Review form and fee
- Minimum overall GPA of 3.00
- Attendance at Assessment I Program Orientation

Admission to Advanced Candidacy in Teacher Education:

- Block I education courses completed with grade of B- or better
- Content area licensure courses completed with grade of C- or better
- Minimum overall GPA of 3.0 at St. Thomas
- Field Experience I Cooperating Teacher Evaluation; minimum scores of 1
- Dispositions Assessments from Block I; minimum scores of 1
- Professional Development Interview; minimum overall scores of 1

Admission to Student Teaching:

- Block II education courses completed with grade of B- or better
- Block III education courses completed with grade of B- or better
- Content area licensure courses completed with grade of C- or better
- Minimum overall GPA of 3.0 at St. Thomas
- Field Experience II Cooperating Teacher Evaluation; minimum scores of 1
- Field Experience II University Supervisor Evaluation; minimum scores of 1
- Field Experience III Cooperating Teacher Evaluation; minimum scores of 1
- Field Experience III University Supervisor Evaluation; minimum scores of 1
- Dispositions Assessments from Block II; minimum scores of 1
- Dispositions Assessments from Block III; minimum scores of 1
- Application for Student Teaching

Recommendation for Licensure:

- Block IV education courses completed with grade of B- or better
- All content area licensure courses completed with grade of C- or better
- Minimum overall GPA of 3.0 at St. Thomas
- Student Teaching Evaluation/Recommendation by Cooperating Teacher
- Student Teaching Evaluation/Recommendation by University Supervisor
- Successful completion of Performance Assessment

NON-CONVENTIONAL PROGRAMS

(DEPARTMENTS OF SPECIAL EDUCATION AND TEACHER EDUCATION)

Students gain entry to these programs by invitation through a special admissions process.

DEGREES

M.A. Degree: Master of Arts in Special Education (SPED) or in Teacher Education (TE)

Core (Required) Courses:

REDP 601 & REDP 609 Pathway to Teaching I and II (1 credit each)

REDP 602 & REDP 603 Educational Equity & Inclusive Practices I and II (1 credit each)

REDP 604 Environments for Success (1 credit)

REDP 605 Effective Teaching and Learning (2 credits)

REDP 607 Literacy Development (2 credits)

PLUS: Licensure Courses as specified below

Field/Student Teaching Courses

REDP 651 Field Experience/Student Teaching (3 credits)

REDP 652 Student Teaching (3 credits)

Master's Completion:

CIED 500 Principles of Educational Research (3 credits)

OR

SPED 500 Principles of Educational Research: Special Education (3 credits)

LICENSE: Master of Arts in SPED Academic and Behavioral Strategist

REDP 621 Fundamentals for Students with Mild to Moderate Needs (2 credits)
REDP 622 & REDP 623 Educational Assessment I and II (1 credit each)
REDP 624 Collaboration, Co-teaching and Technology (2 credits)
REDP 625 ABA: Behavior Interventions and Learning Environment (2 credits)
REDP 626 & 632 Methods: Social Emotional Behavioral Interventions I and II (1 credit each)
REDP 627 & REDP 628 Elementary Academic Interventions I and II (1 credit each)
REDP 629 & 630 Secondary Academic Interventions and Transition I and II (1 credit each)
REDP 631 Fundamentals of Special Education (2 credits)

LICENSE: Master of Arts in TE Elementary Education (K-6)

REDP 611 Content and Pedagogy: Elementary Literacy (2 credits)
REDP 612, REDP 661, & REDP 662: Content and Pedagogy: Elementary Mathematics I, II, and III (1 credit each)
REDP 613, REDP 663, & REDP 664: Content and Pedagogy: Elementary Science and Healthy Active Living I, II, and III (1 credit each)
REDP 614, REDP 665, & REDP 666: Content and Pedagogy: Elementary Social Studies & the Arts I, II, and III (1 credit each)
REDP 615 Content and Pedagogy: STEM (1 credit)
BIOL XXX Lab Science: Life Science
CHEM or PHYS XXX Lab Science: Physical Science
GEOL XXX Lab Science: Earth/Space Science
MATH XXX A college-level math course
TEGR 640 Teaching Math with Conceptual Understanding P-12 (3 credits)

SCHOOL OF EDUCATION COURSE DESCRIPTIONS

CIED: Curriculum and Instruction

CIED 500 Principles of Educational Research (3 credits)

Methods of descriptive and experimental research, basic statistical theory and application, orientation to library resources, development of significant research methodology.

CIED 532 Curriculum P-16 (3 credits)

This course emphasizes the practical concepts of the P-16 curriculum. It encompasses issues and factors that affect the curriculum development process, curriculum and related divisions of the human learning system, innovative programs of the present, and educated projections of future trends. An important function of the course is to challenge students to examine their own thinking about curriculum and its relationship to society, school and the classroom.

CIED 551 Learning Design with Technology (3 credits)

This course examines learning theories, philosophies and their implications on the use of technology, as well as the history and development of learning technologies. Additionally, students will examine current trends and future challenges in education technology. Students will learn a variety of learning technologies and advocate sound integration of technology into curriculum. Issues on the design, development, and implementation of technology will be discussed. Students will integrate learning technologies into their curriculum planning in the specific content areas that address student needs and meet with the technology or content standards.

CIED 552 Learning Design with Technology in International Contexts (3 credits)

This course leverages an interdisciplinary approach that employs technology in the design of educational activities in an international context. The participants will develop competency in working with diverse and English Language learners through technology-enriched learning activities. The course topics include learning theories, culturally responsive teaching, effective learning design framework, and strategies to engage K-12 learners. Issues on the design, development, implementation, and assessment of technology integration in an international context will be discussed. Program participants will integrate learning technologies into their curriculum planning in the specific content areas that address student needs and meet with the technology or content standards. Through course readings, lectures, activities, and site visits, students will develop in-depth knowledge and firsthand international teaching experiences through interaction with students, teachers, and school administrators in international settings. This course will immerse students in the school environments to develop their own views on the opportunities and challenges of the educational systems with the aim to enrich their own teaching activities and learning environments in the United States. As a capstone project, students will develop a portfolio to reflect upon the knowledge and skills acquired through their major.

CIED 603 Education Equity and Inclusive Practices

Students examine their racial and cultural identities and address personal bias that impacts student learning and their instruction. The pedagogy of educational equity, culturally responsive teaching and inclusive practices will be applied to the student learning environment, planning for instruction and partnering with families and colleagues. Participants will learn effective cross cultural and interracial communication skills, inclusive practices and how to translate their learning into equitable practices that impact effective learning for all students.

CIED 670 Assessment for Learning (3 credits)

This course focuses on the purposes and types of assessment used in school settings to understand and document student achievement. Course participants explore guiding principles for classroom assessment, articulate achievement targets, develop assessment methods, including performance assessment, portfolios, etc. aligned with achievement targets, and create effective methods for communicating about students' learning.

EDLD: Educational Leadership

EDLD 580 Instructional Design for Leaders (3 credits)

This course examines the theories, models and trends that inform the design of learning with technology. Participants will expand and apply their knowledge of instructional strategies, instructional design and technology principles to real-world problems as they explore current issues and innovative approaches related to instructional design and educational technology. They will partner with an educational organization to create a professional development plan and will develop online learning resources to help support this plan.

EDLD 581 Visionary Leadership for Systems Planning (3 credits)

This course aims at developing participant capacities for leading school-wide or large-scale initiatives around technology adoption and integration based on emerging trends and best practices as well as equity, inclusion, and digital citizenship. Students will analyze their leadership style and compare this to the qualities of a visionary leader and will create and utilize a personal learning network (PLN) to enhance their networking skills around visionary systems planning. Students will apply project management, change management, and design thinking skills as they complete authentic course projects.

EDLD 582 Promoting Equity with Technology (3 credits)

This course examines the theoretical framework of digital equity, identifies pedagogical approaches, and strategies instructional solutions that provide equitable access to all learners. The participants will scrutinize the structural causes of digital inequality and leverage technology in advocating equity, diversity, and inclusion in education. Participants will also develop skills and knowledge to promote digital equity through specific instructional strategies including universal design for learning, personalized learning, differentiated instruction, flexible online delivery models, and culturally relevant content.

EDLD 583 Creativity and Innovation (3 credits)

This course explores creativity and innovation in education through case studies, hands-on activities, and community partnership. Participants will draw insights from most successful and innovative initiatives from K-12, higher education, and learning organizations to explore their approaches. In this capstone course, participants will apply a learning design method from previous courses to pitch an innovation initiative with a community partner, schools, or organization. As the capstone course in the program, the innovation initiative provides an opportunity for students to gather new field experiences and to produce tangible evidence of the design, implementation, and evaluation of the initiative.

EDLD 600/NRSG 601/CPSY 667 Applied Professional Ethics in AI [can substitute MAIL 523] (3 credits)

This course examines how artificial intelligence intersects with the ethical codes, responsibilities, and values of human-centered professions. Key issues include data privacy, confidentiality, and legal compliance (including HIPAA and FERPA); the use of AI in decision-making that affects vulnerable populations; biases in algorithmic design; and professional accountability when integrating AI tools. Students engage with ethical frameworks, emerging policy, and real-world cases drawn from education, social work, nursing, and counseling psychology to evaluate risk, fairness, and transparency. Through interdisciplinary analysis and practical exercises, participants develop defensible strategies for responsible AI adoption and governance in professional practice.

EDLD 621 Participatory Action Research for Equitable Change (3 credits)

This course introduces students to the foundations of social inquiry and the role of research in advancing equitable change. After an overview of key research traditions, the course emphasizes historical, ethnographic, and community-engaged methodologies that center marginalized voices, redistribute power in the knowledge-production process, and generate actionable insights for social transformation within educational contexts. Through hands-on activities, students gain experience collecting and analyzing information using historical and qualitative approaches while practicing collaborative inquiry, critical reflection, and research practices that support communities in shaping meaningful change. EDLD 622 Research Design, Analysis and Critique II (1 credit)

This course consists of designing and conducting an action research project on an area of personal or community concern to generate possible solutions and interventions that can improve practice and enrich an educational setting. Action Research will help participants – whether they are specialized teachers, professors of higher education or leaders in administrative capacity - to bring an impact to their own practice as leaders in schools, school districts, and other educational settings.

EDLD 623 Research Design, Analysis and Critique III (3 credits)

This course is the third course in the M.A. or Ed.S. research sequence. It assumes that participants have already constructed and distributed a survey (EDLD 622), which they can use to learn about analysis and interpretation. The course emphasizes the synthesis and

critique of survey and other types of data. It also considers the political dimensions of data, analysis and interpretation in detail.

EDLD 677/MAIL 677-01 AI Leadership in Practice: Educational Professionals (3 credits)

This course provides an in-depth exploration of generative AI in education, focusing on its evolving role in instructional design, assessment, curriculum planning, and digital accessibility. Participants gain foundational knowledge of AI literacy, large language models, and pedagogical applications of emerging AI tools while engaging with case studies and hands-on activities. The course emphasizes practical strategies for integrating AI into teaching, enhancing critical thinking, personalization, differentiation, and decision-making, and for leveraging AI to drive innovation and future workforce readiness. Through prompt engineering, design thinking, and strategic planning, educators explore how AI can empower learners, promote equity, and enhance digital accessibility.

EDLD 700 The Community College (3 credits)

This course is designed especially for those who are interested in teaching or working at a community college. Because community colleges are unique educational institutions, it is doubtful that community college educators can be fully successful without understanding and being dedicated to the special mission of community colleges. Students in the class will examine the development of the community college movement as well as issues and opportunities related to working in a community college. They will have the opportunity to visit community college campuses and to meet with a variety of community college staff members. By the end of the course, students should be able to demonstrate their understanding and appreciation of the distinctive and vital role played by educators in the community college.

EDLD 701 Effective College Teaching and Learning (3 credits)

A course designed for those interested in teaching at the college or university level, including community and technical colleges. Students learn a variety of instructional methods and techniques and how to best apply them to different classroom settings, disciplines, and learning styles. Students will learn how to move from the "sage on the stage" to a "faculty as facilitator" model of teaching. Teaching and learning approaches discussed are supported by research and widely tested in practice. Innovative methods for engaging students in the learning process, including development of distance learning courses, collaborative learning, and team skill development will be discussed.

EDLD 702 Effective College Teaching Practicum (3 credits)

This is a practicum experience related to teaching in higher education. This course serves as the second in a two-course series related to higher education pedagogy. When enrolled in this course, students must have identified a higher education faculty instructor willing to collaborate on a particular undergraduate or graduate course. Students will work with the collaborating instructor as teaching assistants, working closely with their faculty partner to support course planning, instruction, and assessment. Engagement in monthly seminars led by EDLD faculty will enhance students' understanding of the faculty role and institutional culture in higher education. This course provides students with opportunities to apply the

theories and methods learned in the prerequisite course, EDLD 701: Effective College Teaching, to a course within a specific discipline.

EDLD 703 Introduction to Student Affairs (3 credits)

Student affairs personnel are employed in a wide range of institutional types and functional areas. To function effectively in these settings, student affairs professionals must understand the purposes of higher education and the role of student affairs personnel in facilitating learning and personal development among students. Knowledge and appreciation of the history, philosophy, and theoretical underpinnings of the field, as well as current and emerging issues facing higher education are key to working as an educator in student affairs. This course is designed to introduce you to the student affairs profession and the higher education environment in which it functions.

EDLD 707 Introduction to Higher Education (3 credits)

This course explores and examines the differing and shared belief systems and practices between public and private higher education. Special attention will be given to moral reasoning and ethical frameworks, how power dynamics affect ethics in practice, authenticity and integrity, ethical dilemmas and issues and how these concepts are played out in the practice of implementing values based on educational experiences in the co-curriculum as practiced within the pluralistic nature of our society.

EDLD 710 Trauma-Informed Leadership in Educational Contexts (3 credits)

This course explores the intersections of trauma, learning, and student development within educational settings. Drawing on research from education, psychology, and neuroscience, the course provides an in-depth understanding of how historical/generational, racial, complex, institutional, and acute trauma impact students' behavior, emotional regulation, academic engagement, and overall learning experiences. Students will gain the skills and knowledge necessary to implement trauma-informed practices that promote safe, inclusive, and supportive environments for all learners. Through a combination of theoretical frameworks and practical strategies, this course emphasizes an equity-centered approach to trauma-informed education, focusing on culturally sustaining, healing-centered practices that acknowledge and address the diverse needs of students. Students will also explore opportunities for advocacy, developing the skills to promote policies and practices that support trauma-informed care at institutional and systemic levels.

EDLD 715 Administrative Leadership in Student Affairs (3 credits)

This course explores the connections of theory and practice in administrative leadership and management of student affairs. Beginning with higher education finance and budget management, the course broadens to include the principles of supervision and management and their connections to professional standards and best practices. You will be provided the opportunity to practice leadership and management in your own department while also creating the partnerships needed within student affairs and with other faculty and staff colleagues.

EDLD 720 Student Affairs Portfolio Assessment (1 credit)

The professional portfolio is the synthesis of learning and accomplishments of the Leadership in Student Affairs certificate student. Students demonstrate knowledge and experience within each of the nationally recognized competencies within the field of student affairs. Students choose content for their portfolio artifacts offer a rationale for their selections. Portfolio work is presented in a group setting. Prerequisites: All degree requirements completed; permission of advisor.

EDLD 731 Planning and Administration: Special Education (3 credits)

The purpose of this course is to develop leadership skills and competencies for those pursuing careers in the administration of special education programs. The course focuses on the most current competencies outlined by the Minnesota Board of School Administrators. Specific topics of focus in the course build on the core skills required for the Director of Special Education license and include: a) implementation of policy and law, b) organizational management, and c) resource allocation.

EDLD 760 Future Trends in Student Affairs (3 credits)

This course introduces the field of student affairs, its history, current context and future challenges and issues. Ethical, legal and developmental issues are examined in the practice of student affairs leadership. Students develop the capacity to imagine different structures and practices that would respond to current and future challenges within student affairs and its role within higher education.

EDLD 770 Pre-Assessment: Principal (1 credit)

This course is designed to accomplish three goals: analyze and pre-assess student experiences in leadership in a critical manner, acquaint the student with the phenomenon of leadership and set professional goals. The means by which this analysis is undertaken is important to success in the course. Students will analytically and critically reflect upon their own capabilities in reference to specific leadership competencies.

EDLD 780 Master's Integrative Seminar (3 credits)

This is a capstone course for the M.A. in Educational Leadership. It is designed for students to critically reflect upon and articulate their learning. Students examine cases through various frames, read leadership literature and evaluate their experiences.

EDLD 785 Student Affairs Internship I (3 credits)

The student is involved in an internship experience accruing approximately 250 hours with an on-site mentor at a college or university in a student affairs or student services position. Interns keep a reflective journal and bring the fruits of their reflections to the readings and discussions in a seminar that emphasizes the importance of reflective practice.

EDLD 786 Student Affairs Internship II (3 credits)

The student is involved in an internship experience accruing approximately 250 hours with an on-site mentor at a college or university in a student affairs or student services

position. Interns keep a reflective journal and bring the fruits of their reflections to the readings and discussions in a seminar that emphasizes the importance of reflective practice. Prerequisite: EDLD785

EDLD 787 Clinical Practice in Student Affairs III (3 credits)

The student is involved in an internship experience accruing approximately 250 hours with an on-site mentor at a college or university in a student affairs or student services position. Interns keep a reflective journal and bring the fruits of their reflections on the readings and discussions to a seminar that emphasizes the importance of reflective practice.

EDLD 800 Foundations of Educational Leadership (3 credits)

This course examines the values that have shaped the leadership of education with a particular focus on ethics, social justice, lifelong learning and global perspectives. Students reflect on the accomplishments and dilemmas of present educational systems considering the past and decide on contributions they could make to improve the future of their institutions.

EDLD 801 Leadership and Organizational Theory (3 credits)

This course examines how educational organizations develop and change and how leaders and followers interact within organizations from several theoretical and conceptual perspectives. Students observe the workings of educational institutions and programs, interview educational leaders, and analyze their own understanding and practice of leadership.

EDLD 802 Communication Skills for Leaders (3 credits)

This course, based on current communication theory, emphasizes writing, listening, speaking and group process skills needed by leaders. Students participate in a communications assessment process and develop a personal plan to improve their communication skills.

EDLD 803 Organizational Change (3 credits)

This course presents the theoretical and practical dimensions of change within organizations. It highlights theories of social change. It reviews models of strategic planning and the leadership issues raised by those models. Students examine research on organizational innovation and analyze cases of successful and unsuccessful change. Students design planning strategies. Field trips and student individual contact with change agents in the private and governmental sectors is encouraged. Prerequisite: EDLD 801.

EDLD 805 Professional Development and Pedagogy Supervision (3 credits)

This course focuses on the leader's role in promoting faculty and staff education and improvement within a climate of high expectations and mutual support. The supervision and staff development strategies presented are grounded in adult learning theory and current research on teaching. Students practice team building, goal setting, observing and conferencing skills.

EDLD 806 College Student Development Theory (3 credits)

This course focuses on the background assumptions that shape both student learning and development. A variety of learning and human development theories will be explored. The course examines how students learn and construct meaning and create knowledge. Further, it explores theories and models on how to facilitate the development of a student-centered integrated learning environment.

EDLD 807 Foundations of Leadership: An Intellectual and Ethical Practice (3 credits)

This course emphasizes the responsibility of educators to be attentive to the ethical aspects of relationships and decisions, including those made in the name of the institution. The need for an ethical commitment based on human worth and dignity is stressed. A case-study approach is used to surface ethical issues.

EDLD 808 Education and Race: Creating Systemic Change (3 credits)

This course involves close reading and discussion of historical and contemporary writings centering on race, caste, and social institutions. We invite students to use a matrix perspective apply theories to learn how race plays an integral factor in the following topics: health, education, medicine, healthcare, wealth inequality, sports and the American dream, power, politics, and identities. This course sets the stage for students to examine the historical policies which have led to the systemic racism of today. Beginning with two narrative nonfiction texts and a contemporary textbook on the social construction and intersectionality of caste and race, we specifically explore the roots of inequality in the U.S.

Students engage in critical discourse and analyze the narratives and lived experiences of Black Americans. Based on these narratives and selected readings from contemporary scholars, students analyze the efforts and opportunities to create systemic change in educational settings and within their professional organizations. Students will identify whether the changes are simply symbolic or systemic, which creates a shift in societal norms.

EDLD 810 Pre-assessment: SPED Director (1 credit)

This course focuses on the formal and informal processes for attaining MN licensure as Director of Special Education. Candidates are introduced to the competency-based licensure program and examine the relationship between Core licensure competencies in administrative licensure and the current licensure-specific competencies for Director. The licensure program is developed based on the candidate's individual knowledge and skills and candidates receive instruction in the design of the professional portfolio and production/selection of appropriate documents for the licensure.

EDLD 811 Public Relations, Marketing and Development (3 credits)

Students learn to analyze how a school continues as a strong and viable force in the educational and civic communities with special emphasis on the school's relationship with funding and controlling agencies. The course emphasizes practical skills in grant writing, fund raising, marketing, public relations and development of volunteer programs. Suggested prerequisite: EDLD 809.

EDLD 813 Leadership as Critical Reflection (3 credits)

A course for practitioners and leaders who wish to examine their own current practices from several different perspectives. The course provides an introduction to critically reflective learning-- a crucial indicator of leadership and a powerful spur to professional development. Students focus on personal and collective experience and utilize theories, research, philosophy, and concepts to analyze their experiences. (S/R grade only.)

EDLD 814 College Student Mental Health (3 credits)

The prevalence of mental health concerns among college students has steadily risen over the past several decades. This course will focus on the essential information that student affairs professionals need to understand and support students facing mental health challenges. We will begin by examining the current state of college student mental health in the United States. Subsequently, we will explore on-campus counseling services and ways to "build a bridge" for students to access these services. We will also seek to contextualize issues of college student mental health within societal trends and intersecting social identities. Finally, we will examine strategies to help students flourish during their college years.

EDLD 815 Leadership and Information Technology (3 credits)

This course is designed to offer students a framework from which to approach the following observations: Technology mediates human connections; any new technology inherently carries leadership challenges and change dynamics; understanding and using specific analytical frames will offer ways to make sense out of the often-contradictory nature of techno-effects. The purpose of this course is to provide each student both a "hands-on" feel for the mediating effects of technology, and a clear set of analytical frames from which they can make sense of their own technological challenges, both personal and institutional.

EDLD 820 School Law (3 credits)

Federal, state and local relationship of law to education are studied. Areas covered include school law as it pertains to districts, boards of education, and school personnel; contractual authority and tort liability; problems of employment of teachers; transportation, attendance and discipline; and landmark school law cases.

EDLD 822 Policy Development (3 credits)

The legislature, the executive branch of government, administrative agencies, local branches of government, and litigation are all sources of policy development. Students examine these and other sources of policy as well as issues affecting policy development. Case studies of regional policies and their development are examined to provide insight into why some policies are good, some flounder and undergo radical reconstruction, and still others never get implemented.

EDLD 823 Organizations and Administrative Law (3 credits)

This course focuses on formal and informal procedures, processes and functions of state and federal governmental agencies. Areas considered are the nature of administrative agencies,

their authority, agency decision making process, and citizens' right to hearings or other legal redress.

EDLD 826 Principles of School Finance (3 credits)

This course covers federal, state and local support of education; analysis of various revenue-raising alternatives; a study of the trends in receipts and expenditures for education; and the Minnesota financial accounting and reporting systems.

EDLD 828 Principles of School Business Administration (3 credits)

This course describes the functions and roles of business administrators with emphasis on budgeting, payroll and accounting, purchasing, planning, money management, operational maintenance and work simplification.

EDLD 832 Clinical Practicum and Seminar I: Principal (1 credit)

The first practicum provides an overview of critical roles and responsibilities of a school principal. Students will be able to examine culture, climate, accessibility, and how a school functions to build rituals and routines within a larger organization. The Clinical Practicum experience is designed to enable candidates to gain hands-on experience in leadership as an intern. The Clinical Practicum is a requirement for all administrative licensures, and it has two main goals. The first goal is to give the intern an opportunity to have real experiences related to the school principal position under the supervision of an experienced principal who can offer day-to-day feedback. Secondly, structured dialogues about the leadership field experience, in the form of seminars, are designed to help the intern process and make sense of the experience as a whole. St. Thomas supports the clinical practicum concept as an extension of the learning that takes place in the principal licensure coursework.

EDLD 833 Clinical Practicum and Seminar II: Principal (1 credit)

The second practicum focuses on curriculum planning, assessment of student learning, engaging key stakeholders, and navigating issues related to school finance. The participants will review curriculum and student learning through data points and analytics. The Clinical Practicum experience is designed to enable candidates to gain hands-on experience in leadership as an intern. The Clinical Practicum is a requirement for all administrative licensures, and it has two main goals. The first goal is to give the intern an opportunity to have real experiences related to the school principal position under the supervision of an experienced principal who can offer day-to-day feedback. Secondly, structured dialogues about the leadership field experience, in the form of seminars, are designed to help the intern process and make sense of the experience as a whole. St. Thomas supports the clinical practicum concept as an extension of the learning that takes place in the principal licensure coursework.

EDLD 834 Clinical Practicum and Seminar III: Principal (1 credit)

The third practicum focuses on teacher assessment, professional responsibilities, and teacher self-reflection. Students review their post-assessment competencies and prepare for their exit panel interview. The Clinical Practicum experience is designed to enable candidates to gain hands-on experience in leadership as an intern. The Clinical Practicum is a requirement for all

administrative licensures, and it has two main goals. The first goal is to give the intern an opportunity to have real experiences related to the school principal position under the supervision of an experienced principal who can offer day-to-day feedback. Secondly, structured dialogues about the leadership field experience, in the form of seminars, are designed to help the intern process and make sense of the experience as a whole. St. Thomas supports the clinical practicum concept as an extension of the learning that takes place in the principal licensure coursework.

EDLD 835 Administration of Student Activities (3 credits)

Operation of such student activities as financing, determining needs and interests in student activities, maintaining a balanced program and student government are discussed. Special reference is given to Minnesota State High School League-regulated activities, including athletics, music, speech and drama.

EDLD 836 Educational Management (1 credit)

EDLD 837 Educational Management (2 credits)

EDLD 838 Educational Management (3 credits)

This course focuses on the contextual application of management strategies within an educational organization. Educational Management addresses particularly issues of management styles and models, human resources, budgetary management and project management.

EDLD 839 Foundations of Academic Advising (3 credits)

This course is designed to introduce and acclimate students to the functional area of academic advising. In this course, we will examine the foundations of academic advising as essential components of student success and retention in higher education. Topics include developmental advising; research on academic advising; models, approaches, and delivery systems; advising skills, including diverse populations; and an introduction to assessment of advising programs.

EDLD 840 Administration of Special Programs (3 credits)

Students examine how special education, gifted education, counseling services and other programs serving students with special needs can be integrated into the total curriculum. The course deals with the philosophical, historical and political foundations of special programs as well as with curriculum coordination, staff development, fiscal planning and other practical operational issues. It also deals with the ethical issues involved in responding to diverse student needs.

EDLD 841 Federal and National Education Policy Making (3 credits)

Conducted primarily in Washington, D.C., this course gives the student an understanding of education policy making by the federal government and the national professional organizations in education. Students interact with representatives of the executive and legislative branches of government, organizational leaders, lobbyists and researchers.

EDLD 843 Field Experience in Global Leadership (3 credits)

In this course, major global issues appropriate for research are assigned to individuals or teams; fieldwork and data collection culminating in the development of an MA thesis and implementation strategy are highlighted. Students, instructors and experts from the field participate in seminars dealing with the proposals and their execution.

EDLD 844 Internship in Policy Making (3 credits)

The goal of this course is for students to gather further experience and expertise in analyzing contemporary policy dilemmas within a specific organizational context. It always serves as an extension of EDLD843; thus its principal activities include exploration of a previously identified problem, data collection, analysis, and generation of a specific set of strategies for addressing the situation.

Prerequisite: EDLD843

EDLD 845 Cross-Cultural Communication, Decision-Making, and Conflict Transformation (3 credits)

This course explores how cultural worldviews, communication styles, and power dynamics shape conflict between individuals and groups. Students examine theories of cross-cultural communication and conflict transformation while learning strategies for navigating misunderstanding, tension, and systemic inequities. Through case studies, simulations, and applied exercises, students practice analyzing conflict, facilitating dialogue, negotiating across differences, and building collaborative, trust-based relationships that support more just and sustainable outcomes.

EDLD 847 Teacher Leadership and Peer Coaching (3 credits)

This course supports your development as a teacher or program leader and peer coach. Teacher leaders engage in program or school renewal through professional learning, peer coaching, collaboration with colleagues, and reflective practice. This course involves four main components related to the development of teacher or program leaders and peer coaches: (1) knowledge of learning and teaching and culturally sustaining pedagogy; (2) forms of peer coaching, including collaborative work (CW) and formal observations; (3) stages of teacher development and models of professional learning; and (4) types, purposes, and styles of reflective practice and teacher (action) research. Instructional approaches include both large and small group work and simulation/role play as well as field experiences emphasizing authentic applications of theory and practice in school and community settings.

EDLD 851 Community Assessment and Evaluation (3 credits)

In this course, research procedures appropriate for assessing community wants, needs and resources and for evaluating program outcome and staff performance are covered. Other areas include research design; sources of data; methods of data collection, including the interview and questionnaire; and sampling and evaluation of research studies.

EDLD 852 Clinical Practicum and Seminar I: Special Education Director (1 Credit)

The first practicum provides an overview of critical roles and responsibilities of a special education director. This is a central office position which requires organizational oversight of special education program in a district. Students will be able to examine federal and state mandates related to inclusion practices and IDEA regulations. Students identify the competencies that they need to concentrate on during the first practicum. Candidates examine the primary role of a special education director through the pre-assessment with the university supervisor and onsite cooperating special education director. Additionally, students begin to understand how to work effectively with school principals.

EDLD 853 Clinical Practicum and Seminar II: Special Education Director (1 Credit)

The second practicum examines due process compliance and monitoring, implementation of IEPs and extended school year options, and legal issues related to special education. Students learn how to assess differentiated instruction for student growth. The Clinical Practicum experience is designed to enable candidates to gain hands-on experience in leadership as an intern. The Clinical Practicum is a requirement for all administrative licensures, and it has two main goals. The first goal is to give the intern an opportunity to have real experiences related to the Director of Special Education position under the supervision of an experienced Director who can offer day-to-day feedback. Secondly, structured dialogues about the leadership field experience, in the form of individual or group sessions, are designed to help the intern process and make sense of the experience as a whole. St. Thomas supports the clinical practicum concept as an extension of the learning that takes place in the Director of Special Education licensure coursework.

EDLD 854 Clinical Practicum and Seminar III: Special Education Director (1 Credit)

The third practicum prepares students to collect their artifacts for their portfolio. Evidence should include effective leadership skills related to policy and law, organizational management, resource allocations, data practices, teacher observation, issues of equity, inclusion, and parental involvement. The Clinical Practicum experience is designed to enable candidates to gain hands-on experience in leadership as an intern. The Clinical Practicum is a requirement for all administrative licensures, and it has two main goals. The first goal is to give the intern an opportunity to have real experiences related to the Director of Special Education position under the supervision of an experienced Director who can offer day-to-day feedback. Secondly, structured dialogues about the leadership field experience, in the form of individual or group sessions, are designed to help the intern process and make sense of the experience as a whole. St. Thomas supports the clinical practicum concept as an extension of the learning that takes place in the Director of Special Education licensure coursework.

EDLD 855 Social Justice in Higher Education (3 credits)

This course is an intersection of leadership and theories of difference. Philosophical, theoretical, and personal frameworks will be challenged and developed using multicultural/diversity and leadership lenses. Students will be invited to explore leadership within multicultural and global perspectives.

EDLD 856 Paulo Freire: His Life and Pedagogy (3 credits)

This course will explore the development of Paulo Freire's pedagogy in the three major periods of his life: his early work in Brazil of the 1950s and early 1960s; his work in exile throughout Latin America and Africa in the 1960s and 1970s; and his later work back in Brazil in the 1980s and 1990s. A central aspect of the course will be to analyze Freire's writings and pedagogy in the specific socio-political economic contexts within which he worked throughout his life. The course will focus on his most important works from all three periods as well as ways people have tried to apply his work to settings relevant to the participants in the course.

EDLD 861 Dialogue in Education (3 credits)

This seminar employs classical sources and recent scholarship to explore the nature of dialogue. The view that dialogue is the foundation for all ethical discourse is examined, as well as the contention that dialogue is an important source of knowledge and understanding. Class discussion pays special attention to dialogues involving therapist and patient, ethnographer and native, teacher and student. Specially recommended for doctoral students interested in how people interact in a variety of organizations.

EDLD 864 Leadership in Student Affairs Capstone (3 credits)

This is the capstone course for the leadership in student affairs concentration in the master's program in educational leadership. It integrates the coursework and experiences into a systemic view of student affairs and higher education and the practitioner's role in optimizing the student learning experience. It focuses on strategies for influencing organizational culture in order to provide an enriched integrated learning experience for the college student.

EDLD 865 Clinical Practicum and Seminar I: Superintendent (1 Credit)

This course is designed to provide students with an opportunity to develop leadership knowledge and skills as a practicing administrator, with a focus on the knowledge and professional experiences necessary for a successful school superintendent or other central office position which works closely with a superintendent and school board. The first practicum focuses on school board governance.

EDLD 866 Clinical Practicum and Seminar II: Superintendent (1 Credit)

This course is designed to provide students with an opportunity to develop leadership knowledge and skills as a practicing administrator, with a focus on the knowledge and professional experiences necessary for a successful school superintendent or other central office position which works closely with a superintendent and school board. The second practicum focuses on school legislature and lobbying.

EDLD 867 Clinical Practicum and Seminar III: Superintendent (1 Credit)

This course is designed to provide students with an opportunity to develop leadership knowledge and skills as a practicing administrator, with a focus on the knowledge and professional experiences necessary for a successful school superintendent or other central

office position which works closely with a superintendent and school board. The third practicum course focuses on strategic planning for the school district.

EDLD 868 Leadership in International Development (3 credits)

This course is designed to critically address theoretical underpinnings of development, underdevelopment and sustainable development at the global level. Class readings and discussions also integrate an interdisciplinary overview of factors that contribute to, or derive from, lasting viability of economic, social and leadership development in the Global South.

EDLD 869 Leadership in International Contexts (including fieldwork trip) (3 credits)

The course is designed as a seminar and an exploration of leadership theories and practices as applied to the contexts of the Global South or Third World countries. This capstone course intends to primarily to serve as an integrative seminar to assist students to reflect on, synthesize and integrate what they learned in their study of International Leadership. General theories will be applied to a selected region of the world suitable for student visit. The course is divided into two modules. The first module, before the trip, critically reviews major theories and cross-cultural concepts. The second module is offered in the host country as a combination of lectures, visits with local and national leaders, intercultural exchanges, and sightseeing.

EDLD 871 School Superintendent: Issues and Challenges (3 credits)

This course is designed to help students gain knowledge and experience related to the various roles and responsibilities of an area or district superintendent. Historical and current concepts of the superintendency along with various theories of executive leadership are examined. Students explore authentic issues and challenges in school leadership and acquire professional knowledge and skills by completing "field-based modules" related to the areas of superintendent leadership and responsibility. The following areas are incorporated into field-based modules: leadership and district culture; policy and governance; communications and community relations; organizational management; curriculum planning and development; instructional management; human resource management; and values and ethics of leadership. The field-based modules incorporate the program requirements for superintendent licensure candidates as defined by Minnesota Rule 3512.0600.

EDLD 873 – Discourses of the Future (3 credits)

This course examines theories and practices of futurism through long term scenarios (including socio-political, educational and economic trends) of the Global South or less industrialized countries, using an interdisciplinary approach based upon a critical analysis of historical predictions. Theories of futurism will be examined through the lens of past projections of the future, both realized and failed over time, to enhance students' ability to critically engage in realistically long term vision.

EDLD 874 Principalship K-12 (3 credits)

This course examines the mission of the school and focuses on the attributes, knowledge and skills a person needs to be a principal. Emphasis is placed on the importance of ongoing education and the development of professional networks. Students have an opportunity to

assess their skills as a basis for selecting elective courses appropriate to their needs. Recent national studies on elementary and secondary education are reviewed and an in-depth analysis of those issues relating to the secondary school occurs.

EDLD 877 Portfolio and Administrative Licensure Assessment: Principal (1 credit)

The professional portfolio is the synthesis of learning and accomplishments of the educational leadership licensure student. Students demonstrate knowledge, experience or expertise in each of the five comprehensive goals for the degree program. Students choose the content themselves and offer a rationale for that selection. Portfolios are presented in a group setting. Prerequisites: All degree requirements completed; permission of advisor.

EDLD 878 Portfolio and Administrative Licensure Assessment: Special Education Director (1 credit)

This course is designed to meet administrative rules requiring that students demonstrate competence in the Administrative Licensure Competencies for the director of special education in the State of Minnesota. The means by which this portfolio is constructed is important to success in the course. Students will analytically and critically reflect upon their own capabilities in reference to specific leadership competencies, and select artifacts which best exemplify their work in each competency area.

EDLD 879 Portfolio and Administrative Licensure Assessment: Superintendent (1 Credit)

This course is designed to meet administrative rules requiring that students demonstrate Administrative Licensure Competencies for school superintendent in the State of Minnesota. The means by which this portfolio is constructed is important to success in the course. Students will analytically and critically reflect upon their own capabilities in reference to specific leadership competencies, and select artifacts which best exemplify their work in each competency area.

EDLD 884 Social Justice Leadership and Pedagogy (2 Credits)

This course focuses on the development of social justice leaders in PK-12 or Higher Education leadership and administration. Students learn how to design program evaluation plans and assess program quality based on its "merit" (program effectiveness) and "worth" (value to community; Patton, 2015). Students use "improvement science" (Plan, Do, Study, Act; Deming, 2000) and inclusive evaluation approaches to ensure the results of program evaluation lead to social action (Mertens & McLaughlin, 2004). After identifying a critical issue affecting the quality of student learning, achievement and/or experience, students collaborate as social justice leaders to conduct a program evaluation on a critical issue and use improvement science to test new ideas. This course emphasizes authentic applications of theory and practice in PK-12, Higher Education, and community settings.

EDLD 885 Internship and Seminar for Principal Preparation (3 credits)

The student is involved in a 250-hour internship experience with a licensed principal as an on-site supervisor and participates in a seminar with other interns. Interns are required to keep a reflective journal of experiences. The internship supervisor from the educational leadership program provides specific guidelines for the intern and the on-site

supervisor. Refer to Internship Policies and Procedures (email soe_edlead@stthomas.edu to request a copy). Prerequisite: Advisor's signature.

EDLD 886 Advanced Internship and Seminar for Principal Preparation (3 credits)

A student who has completed EDLD 885 and wishes to have an extended internship experience works in a 250-hour internship with a licensed principal as an on-site supervisor, participates in a seminar with other interns and keeps a journal. The faculty member who is the internship supervisor provides specific guidelines for the intern and the on-site supervisor. See Internship Policies and Procedures (email soe_edlead@stthomas.edu to request a copy). Prerequisite: Advisor's signature.

EDLD 887 Internship and Seminar for Superintendent Preparation (3 credits)

A student who has completed the requirements for the principalship and wishes to fulfill the requirements for the superintendent's license must complete a 250-hour internship with a superintendent, participate in a seminar with other interns and keep a journal. The faculty member who is the internship supervisor provides specific guidelines for the intern and the on-site supervisor. Refer to Internship Policies and Procedures (email soeedlead@stthomas.edu to request a copy). Prerequisite: Advisor's signature.

EDLD 888 Social Theory (3 credits)

A survey of the principal theories concerning organizational structures from the micro to macro levels. The course highlights the divergent social philosophies undergirding various approaches to understanding organizations with the aim of promoting participants' development of a personal philosophy toward social process. It promotes such synthesis by way of feedback in both oral and written formats.

EDLD 890 Seminar in Higher Education (3 credits)

This seminar is designed to give the student an overview of higher education. It addresses the historical development and current trends in higher education. Extrapolating from this history and these trends transformation is considered as to how higher education may be structured and practiced in the future. Specifically, the course is organized around five main themes: historical development, students, professors, governance and transformation. Emphasis is given to the student's personal and professional objectives through individual research and class discussion.

EDLD 891 Biography and Leadership (3 credits)

While this course explores methodologies employed in writing biographies and considers some of the criteria for judging the historical and artistic quality of biographies, it is primarily a course devoted to reading biographies and biographical portraits as a way of illuminating some of the dimensions of leadership, especially in education. Students read required texts and biographies of their own choosing. As a culminating activity, students write and share a biographical portrait for which they have done original research.

EDLD 892: Classic and Contemporary Readings in Education (3 credits)

This course involves close reading and discussion of important and relevant classic and contemporary works in education. Works will be selected based on emerging research interests of course participants. We will read these works in part as products of their own time, in light of contemporary criticism, and in terms of how they provide relevant theoretical insight for participants' emerging research questions. Examples of possible readings would be Carter G. Woodson's *The Miseducation of the Negro*, John Dewey's *Democracy and Education* or *The Child and the Curriculum*, Lisa Delpit's *Other People's Children*, Paulo Freire's *Pedagogy of the Oppressed*, W. E. B. Dubois' *The Education of Black People*, Sonia Nieto's *The Light in Their Eyes*, L. S. Vygotsky's *Mind in Society*, Jack Mezirow's *Transformative Dimensions of Adult Learning*.

EDLD 894 Feminist Perspective of Leadership (3 credits)

Students in this course explore writings of feminist scholars who offer a foundation of history, language and concepts that can be used to critique the androcentric, racist world views that have shaped many prevailing notions of leadership, power and change in education. Students study works by feminists who specifically address issues in educational leadership.

EDLD 895 Topics in Leadership and Administration (1 credit)

EDLD 896 Topics in Leadership and Administration (2 credits)

EDLD 897 Topics in Leadership and Administration (3 credits)

The topics course will vary each semester and will provide in-depth study of particular issues, concerns and trends in education.

EDLD 898 Advanced Leadership Seminar (3 credits)

This seminar is designed for students who wish to broaden their understanding of leadership in contemporary society. Students explore commonly held definitions of leadership and move on to an examination of constructive-developmental, phenomenological and social meaning-making interpretations. Students have the opportunity to develop commentaries and individual projects around leadership issues.

EDLD 899 Visual Methods and Pedagogy (3 credits)

This course teaches students how to use visual methods in their research and teaching. Visual methods are increasingly integral to a wide range of disciplines and are now recognized as a vital aspect of how to conduct research and teach in the discipline of education. Students complete assignments requiring them to engage in the (1) visual exploration of their identity; (2) the study of a symbolic environment; (3) the use of images to do an ethnographic study; and (4) the use of images in interviewing. These assignments may be adapted to teaching, at several levels, or used in qualitative research in education. This course stresses ethical considerations integral to all visual methods as well as unique methods in which the portrayal of social situations takes place. No prior experience as a photographer is required, and no professional photographic equipment is necessary.

EDLD 900 Crafting a Literature Review (3 credits)

This doctoral-level course provides advanced preparation in the design and execution of literature reviews as a foundational component of scholarly research. Emphasis is placed on methodological rigor, critical analysis, and integrative synthesis of existing scholarship. Students will engage with strategies for identifying gaps in the literature, articulating research questions, and situating their work within broader theoretical and empirical contexts. By the conclusion of the course, participants will demonstrate the capacity to construct literature reviews that not only support the development of their dissertation projects but also contribute substantively to the ongoing discourse in educational leadership.

EDLD 902 Quantitative Research Methods (3 credits)

A comprehensive introduction to survey research, beginning with its philosophical premises. The course covers item construction, analysis and the integration of surveys with other data-collection techniques. Participants work with a common database but are encouraged to apply course principles to a survey project of their own. (This course assumes completion of CIED 500, EDLD 625, or EDLD 900.)

EDLD 903 Historical Methodology in Education (3 credits)

Students study and discuss a variety of texts that demonstrate a mastery of the craft of historical research and writing. In addition to these historical models, students read and discuss materials that focus on how to write history well. Students complete a final historical project based on primary sources and showing what they have learned from the course.

EDLD 904 Qualitative Methods for Research and Evaluation (3 credits)

This course presents qualitative, ethnographic and field methods in research and evaluation. It focuses on the foundations of qualitative methods, examples of qualitative research, conditions in which qualitative methods are appropriate and practice in using qualitative methods. Students gain firsthand experience in collecting data through participant observation and in-depth interviews and in analyzing data. The course examines issues of validity, access to data and confidentiality.

EDLD 905 Analysis of Qualitative Data (3 credits)

Building on EDLD 904, this course entails reading qualitative studies exemplifying various types of data analysis. The course addresses such issues as coding, data analysis, content analysis and alternative approaches to writing about qualitative research. Prerequisite: EDLD 904.

EDLD 910 Leaders and Organizations: Multidisciplinary Perspectives I (2 credits)

This course considers the meaning and function of leadership from multidisciplinary and sometimes conflicting perspectives. Research on leadership, methods of inquiry used to study leadership and organizations will be the basis for study. This course, the first in the doctoral core, provides the foundation for the entire doctoral sequence of courses and introduces the leadership narrative theme that integrates the program. Open to doctoral students only.

EDLD 911 Leaders and Organizations: Multidisciplinary Perspectives II (3 credits)

A continuation of EDLD 910 considering the meaning and function of leadership from multidisciplinary perspectives. Research on leadership and methods of inquiry used to study leadership and organizations will be the basis for study. Open to doctoral students only.

EDLD 912 Critical Issues within Political, Social and Economic Contexts (4 credits)

This course focuses on the role of leaders in dealing with economic and social forces and the complexities of power, politics and public policy affecting education and human services. Special attention is given to issues of economic justice and peace. Open to doctoral students only.

EDLD 913 Power, Freedom and Change (3 credits)

Students explore the dynamic relationship between power, human freedom and change, particularly as this interplay occurs in educational endeavors. Various theoretical perspectives of power are considered as are interpretations of power, freedom and social change in a democratic society with specific reference to race, ethnicity, gender and class. Students gather stories about specific situations in their workplace and critique those stories in light of new understanding. Open to doctoral students only.

EDLD 914 Ethical Dimensions of Leadership (3 credits)

Students are offered methods to examine the sources of their values and evaluate the consequences of decisions based on those values. Attention is given to understanding and developing the ethical dimensions of an organization's mission and policies within global as well as national and local contexts. Open to doctoral students only.

EDLD 915 Leadership Narratives Seminar (3 credits)

Students are given an opportunity to integrate what they have learned in the core courses, professional education and collateral area studies, as well as raise new issues. Narratives of leaders in biographies, novels and drama, as well as the student's own narrative of both the practice and study of leadership will be the integrating theme for this final core course. Leadership readings are assigned and discussed. Open to doctoral students only.

EDLD 916 Leadership for Learning and Educational Change (3 credits)

Students explore leadership development and collaborative educational improvement through the underlying theory and practical application of psychological type, emotional intelligence, and theories of change. This course serves two purposes: (1) cohort formation, and (2) the use of theory, scholarship, and practice (tacit) knowledge to analyze educational dilemmas and make educational change. Students become members of a leadership/research team and investigate and analyze a case study involving an educational dilemma. After identifying root causes, students examine and critique underlying assumptions regarding problem definition and solution(s) using the lens of social justice and apply adult learning and change theory to identify the opportunities for leadership and potential barriers to implementing change. (Open to doctoral students only.)

EDLD 917 Scholars and Researchers in Education (3 credits)

This course emphasizes the importance of learning how to access, read, review/critique, and summarize scholarly literature in education as an entry point in understanding research design, and later preparing a research proposal. Before becoming researchers, students review literature as scholars to gain knowledge of existing research and evaluate whether a proposed question warrants investigation (Boote and Beile, 2005). Students learn the process of becoming a scholar in the field of education by becoming members of a research team and co-writing a review of literature on an assigned question. Students gain knowledge and skills with regard to: forming an argument, using and applying APA style, and judging the merit of the review using established criteria in the field. (Open to doctoral students only.)

EDLD 918 Social and Cultural Foundations of Education (3 credits)

This course explores the social, cultural, and historical foundations of education. We will consider education as formal schooling at all levels and analyze the development of schooling as a social institution in relationship to broader social, cultural, and political economic relations from a historical perspective. We will learn about and apply major theoretical concepts, which scholars of education have developed to understand the dialectical relationship between schooling and society. (Open to doctoral students only.)

EDLD 919 Leadership for Social Justice in Education (3 credits)

This course engages students in an exploration of the intersections of critical theories, social justice, and leadership in education. Readings, written reflections, and class discussions provide an opportunity for participants to understand more deeply how social identities inform perspectives, professional practices, and leadership styles. Students interrogate identity development models and concepts of inclusivity, ally ship, and multiculturalism through a critical lens. Students use various theories, such as feminist theory, critical race theory, gender theories, and queer theory to examine their role and participation in educational institutions and communities. Weekly reflections about selected readings challenge students to examine their reactions to theoretical concepts and ideas, and expose their biases, assumptions, and prejudices. Students also identify areas for further inquiry by posing questions and gaining knowledge through advanced readings and assignments. (Open to doctoral students only.)

EDLD 920 Framing a Research Study (3 credits)

This course is designed that each participant develops a researchable research question for his or her dissertation work. The major outcome of the course will be a research prospectus consisting of a statement of the problem, literature review, and theoretical framework suitable as a basis for a dissertation proposal. Work will consist of library research, small group editing activities, and instructor-led discussion of the nature and purpose of a research prospectus. Prerequisites: EDLD 904 & EDLD 902.

EDLD 921 Research Proposal Design (3 credits)

In this course, the doctoral student develops a draft of a proposal for the doctoral dissertation. Students are given guidance in selecting a dissertation chair. Following the class, the proposal is finalized with the dissertation chair and presented to the committee. A

grade is given for the class when the proposal is completed and approved by the committee. Refer to Doctoral Student Handbook. (Open to doctoral students only.) Prerequisite: EDLD 920 with grade of S.

EDLD 922 Dissertation (3 credits)

Prerequisites: EDLD 920 & EDLD 921 with grades of S.

EDLD 923 Dissertation (3 credits)

Prerequisites: EDLD 920 & EDLD 921 with grades of S. EDLD 922 with grade of S or IP (concurrent enrollment allowed).

EDLD 924 Dissertation (3 credits)

Prerequisites: EDLD 920, EDLD 921, EDLD 922 with grades of S. EDLD 923 with grade of S or IP (concurrent enrollment allowed).

EDLD 925 Dissertation (3 credits)

This major paper demonstrates the doctoral student's ability to research an important question in education and to present and interpret the findings in clear and logical written form. The dissertation is completed under the supervision of a faculty chair and is formally presented in an oral presentation to the dissertation committee. Refer to Doctoral Student Handbook (email soe_edlead@stthomas.edu to request a copy). A student will not be given a grade for any of the dissertation course numbers until the dissertation has been defended and approved by the committee. Prerequisites: EDLD 920, EDLD 921, EDLD 922, EDLD 923 with grades of S. EDLD 924 with grade of S or IP (concurrent enrollment allowed).

EDLD 928 Doctoral Enrollment (noncredit)

Doctoral students must maintain continuous enrollment from time of admission until completion of dissertation. During any semester in which a student is not registered for a regular course, he/she must register for and pay special tuition for EDLD 928 (Permits validation of student ID).

MAIL 557 AI Literacy for Leaders (3 credits)

This course equips students with a broad, conceptual understanding of AI principles and terminology needed to engage effectively in AI-related conversations and decision-making. Topics include the fundamentals of AI, machine learning, and data-driven decision-making – without requiring technical skills or programming knowledge. Students gain confidence in interpreting AI project proposals, performance metrics, and risk assessments. Emphasis is placed on the role of AI in transforming organizational strategy, understanding AI-driven workflows, and critically evaluating vendor performance claims, enabling students to lead AI initiatives with clarity and credibility within their organizations.

MAIL 571 AI Applications and Ecosystems [cross-listed with MACI 510] (3 credits)

This course provides a focused exploration of current and emerging AI tools, platforms, and ecosystems, equipping students to identify and evaluate their potential applications. Students will gain a practical understanding of how to leverage diverse AI technologies to

solve real-world challenges. Potential examples include AI-assisted research, data analysis, and data visualization; and AI-driven application development. The course will also examine the evolving landscape of AI, with a focus on emerging trends and their potential impact on various industries. Throughout, students will build digital resilience – the capacity to adapt their skills as the AI landscape changes. By the end of the course, students will be able to critically assess AI technologies and make informed decisions about their adoption and implementation.

READ: Reading

READ 500 Research in Literacy (3 credits)

This survey course presents a critical review and analysis of the fields of classical and, most significantly, current research in reading. Literacy research will be examined for source, design, implications, and classroom application. Additionally, sound principles in assessing, analyzing, and evaluating reading curriculum, and application of informed analysis for advising and implementing reading curricular and instructional decisions based on data will be explored. Finally, in light of current research and best practice, elements crucial to the administration of a comprehensive literacy program will be examined.

READ 501 Emergent Literacy K-2 (3 credits)

This course is designed to explore the theory and practice of curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and school experiences will emphasize the importance of teaching in an integrated manner to students of diverse socio-economic backgrounds and cultures. The course will present developmentally appropriate practice for kindergarten and primary grades, the current knowledge research base, and recommendations for professional development. It will focus on language development and literacy processes as a foundation for understanding curricular development and applications for literacy in the elementary classroom.

READ 701 Literacy Instruction K-6 (3 credits)

This course develops knowledge and strategies in planning and teaching reading in grades K-6. Curriculum methods and organization of the reading program are explored in the context of best current practices and professional reading standards. The course will present developmentally appropriate practices for Kindergarten through intermediate grades, current knowledge base of research, and recommendations for professional development.

READ 702 Content Area Literacy 5-12 (3 credits)

This course will help the teacher construct a framework for supporting/mediating content area literacy instruction. The course will focus on assisting teachers to develop a portfolio of methods, strategies and procedures for 1) diagnosing the reading ability of students within a target content area; 2) determining the readability of texts; 3) selecting appropriate classroom interventions to assist at-risk students' independent reading skills.

READ 704 Reading Assessment and Remediation (3 credits)

The student will examine the nature of reading problems, formal and informal approaches to diagnosis, current assessment practices, the development of reading programs for specific needs, and application of specific strategies to instructional settings.

READ 720 Practicum in Reading Assessment and Remediation (3 credits)

This course will be a supervised practicum in a reading clinic setting. Content includes comprehensive clinical diagnoses of reading difficulties (quantitative and qualitative) of a continuum of readers K-12; and formal case reports, including diagnosis and recommendation for remediation.

Prerequisites: READ 704 and instructor's consent.

Note: Application must be submitted by April 1 for summer school enrollment.

REDP: Residency Educator Development Program

[Special Education and Teacher Education Non-conventional "Residency" and "Work and Learn" Programs]

REDP 601 & REDP 609 Pathway to Teaching I and II (1 credit each)

This course is a critical analysis of education as a career choice, as a tool of society, and as a crucial path to a positive future in a rapidly changing world. Education's impact is examined from personal, historic, philosophic, equity, social, and policy perspectives; schools are studied as complex organizations within an increasingly assessment and technology-driven context and global environment.

The course is a part of a residency model, standards-aligned licensure program that includes license candidates who are immersed into a full year residency program. Part I (during Term 1) of the course focuses on setting the collaborative foundation for all the residency work, and also identifies teacher ethics and data privacy policies, along with introducing technology standards that are woven throughout the residency model. Part II involves delving into historical foundations of schools, research-based exploration of critical issues in education and integration of learning (dispositions, knowledge and skills) gained over the course of the yearlong residency program.

This two part course is specific to a residency model with REDP 601 'Pathways to Teaching Through Residency I' (1 credit) occurring during Term 1 of the Residency and with REDP 609 'Pathway to Teaching Through Residency II' (1 credit) occurring in the final term of the Residency program.

REDP 602 & REDP 603 Educational Equity & Inclusive Practices I and II (1 credit each)

Teacher candidates will examine their racial and cultural identities through a research based assessment tool, and address personal bias that impact student learning and their instruction. The pedagogy of educational equity, culturally responsive teaching and inclusive practices will be applied to the student learning environment, planning for instruction and partnering

with families and colleagues. Participants will learn effective cross cultural and interracial communication skills, inclusive practices and how to translate their learning into equitable practices that impact effective learning for all students.

This two part course is specific to a residency model with REDP 602 'Educational Equity and Inclusive Practices I' (1 credit) always preceding REDP 603 'Educational Equity and Inclusive Practices II' (1 credit).

REDP 604 Environments for Success (1 credit)

This course, grounded in research-based interventions, is designed to assist in developing knowledge and skills to plan, implement and assess classroom environments, engagement, and interactions. The course will provide an overview of multi-tiered systems of support and focus on strategies to create positive and engaging classroom environments for all students. Students will examine the basic components of classroom culture and relationships, ways to teach classroom expectations and routines, and plan for responses to appropriate and challenging behavior.

REDP 605 Effective Teaching and Learning (2 credits)

This course explores a scientific knowledge base that underlies good teaching practices. Prospective P-12 teachers will learn about principles of educational psychology and integrate them into strategies for effective instruction. Prospective teachers will also learn to apply the principles of educational psychology to their own learning and future teaching through reading, discussion, school observations and brief teaching demonstrations.

REDP 607 Literacy Development (2 credits)

This course is designed to introduce students to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. The course presents developmentally appropriate practice for kindergarten, primary, and intermediate grades, the current knowledge base of research, and recommendations for professional development. As the introductory course in literacy, it focuses on language development, assessment and interpretation of relevant data regarding literacy processes, and serves as the knowledge base for understanding curricular development in and applications for literacy in the elementary classroom. Participants will research critical issues in the field of literacy development.

REDP 611 Content and Pedagogy: Elementary Literacy (2 credits)

This course is designed to introduce students to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. The course presents research-based best practices in teaching for kindergarten, primary, and intermediate grades. This second course in the literacy sequence extends the foundations in language, assessment, and interpretation of relevant data regarding literacy processes, and explorations into children's literature to classroom applications in composing processes (writer's workshop), assessment and

evaluation as it informs teaching, planning and reflection, and interdisciplinary instruction. Participants will research critical issues in the field of literacy development.

REDP 612, REDP 661, & REDP 662: Content and Pedagogy: Elementary Mathematics I, II, and III (1 credit each)

This course is designed to prepare teachers to effectively engage learners with mathematics. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K-6, including curriculum content and sources; national and state standards; performance-based assessment strategies; data literacy and data-driven instructional decisions; connections to community resources; lesson and unit planning; and technology integration. Emphasis will be put on developing and improving instructional practices, planning, and pedagogical content knowledge throughout the year of residency.

This three part course is specific to a residency model and occurs in this order across terms: REDP 612 'Content & Pedagogy: Elementary Math I' (1 credit), REDP 661 'Content & Pedagogy: Elementary Math II' (1 credit) and REDP 662 'Content & Pedagogy: Elementary Math III' (1 credit).

REDP 613, REDP 663, & REDP 664: Content and Pedagogy: Elementary Science and Healthy Active Living I, II, and III (1 credit each)

This course is designed to prepare teachers who will effectively engage learners with science and help them have the skills for lifelong healthy, active living. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K-6, including curriculum content and sources; national and state standards; performance-based assessment strategies; data literacy and data-driven instructional decisions; connections to community resources; lesson and unit planning; and technology integration.

This three part course is specific to a residency model and occurs in this order across terms: REDP 613 'Content & Pedagogy: Elementary Science & Healthy Active Living I' (1 credit), REDP 663 'Content & Pedagogy: Elementary Science & Healthy Active Living II' (1 credit) and REDP 664 'Content & Pedagogy: Elementary Science & Healthy Active Living III' (1 credit).

REDP 614, REDP 665, & REDP 666: Content and Pedagogy: Elementary Social Studies & the Arts I, II, and III (1 credit each)

This course is designed to prepare teachers who will effectively engage learners with social studies and the fine arts. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K-6, including curriculum content and sources; national and state standards; performance-based assessment strategies; connections to community resources; lesson and unit planning; and technology integration. The course includes field-based experiences during the year of residency.

This three part course is specific to a residency model and occurs in this order across terms: REDP 614: 'Content & Pedagogy: Elementary Social Studies & the Arts I' (1 credit), REDP 665: 'Content & Pedagogy: Elementary Social Studies & the Arts II' (1 credit) and REDP 666: 'Content & Pedagogy: Elementary Social Studies & the Arts III' (1 credit).

REDP 615 Content and Pedagogy: STEM (1 credit)

This course is designed to prepare teachers to teach integrated STEM (science, technology, engineering and mathematics) with an eye to incorporating appropriate interdisciplinary components. This course will include an overview and critical analysis of K-8 integrated STEM curricula; exploration of integrated STEM content and pedagogy; links to national and state academic standards; survey of assessment mechanisms; unit and lesson planning. The course includes engineering design as a vehicle for science and mathematics applications through active learning. This course is specific to the residency model.

REDP 621 Fundamentals for Students with Mild to Moderate Needs (2 credits)

This course addresses areas of exceptionality including Autism Spectrum Disorder, Developmental Cognitive Disabilities, Emotional Behavioral Disorders, and Specific Learning Disabilities. The course focuses on the following: Minnesota definitions, eligibility criteria, characteristics, etiology, prevalence, as well as historical and contemporary issues of each the aforementioned disabilities. The course also addresses how to write measureable Individualized Education Program (IEP) goals and objectives; utilize curriculum based measures, design progress monitoring data collection systems; and select assistive technology. Finally, the course explores how educators can go about answering questions that arise in the field by gathering community resources on agencies and professional organizations that support individuals with mild to moderate disabilities and their families and examining peer-reviewed primary research studies.

REDP 622 & REDP 623 Educational Assessment I and II (1 credit each)

This purpose of this course is to provide students with the basic principles of formal and informal educational assessment. Content covered in this course will allow students to utilize assessment data to make educational decisions regarding: (a) special education determination and qualification, (b) Least Restrictive Environment and (c) best practices for culturally diverse learners. Additionally, students will synthesize formative and summative data to develop Evaluation Summaries and Individual Education Plans that are data-based and appropriate for students with mild/moderate disabilities.

This two part course is specific to a residency model with REDP 622 'Educational Assessment I' (1 credit) always preceding REDP 623 'Educational Assessment II' (1 credit).

REDP 624 Collaboration, Co-teaching and Technology (2 credits)

The purpose of this course is to develop an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, paraprofessionals, students, families, and community members. Students will explore the fundamentals of collaboration; applications of collaboration related to consultation, interagency agreements, team membership, staff development, and co-teaching; and the pragmatic aspects of collaboration. Students will have the opportunity to develop the personal and interpersonal skills necessary to be an effective collaborative partner in meeting diverse student needs.

Students take this course because an effective special educator has both a commitment to collaboration and the skills needed to work effectively with others. This process begins with developing a clear understanding and commitment to ones' personal values and being

confident in who you are and how you want to be as a human being and an educator. Once that foundation has been established, the specific skills, competencies, and points of view needed to be an effective collaborative educator can be acquired and then applied in the role of a special educator.

REDP 625 ABA: Behavior Interventions and Learning Environment (2 credits)

The purpose of this course is to explore behavior management utilizing positive behavior interventions and supports (PBIS) to promote acceptable behavior in school settings. This course, grounded in research, is designed to assist scholars in developing skill to assess, evaluate, and teach pro-social behavioral skills within an inclusive classroom environment. This course requires a thorough analysis of the behaviors of individuals from birth through age 21 with challenging behaviors and applied assignments which require an in-depth study and analysis of a student whose behavior challenges the system to provide an appropriate education. This course is based on a multi-tiered (i.e., 3 tiers) prevention model approach to set up schools and the classroom for success.

REDP 626 & REDP 632 Methods: Social Emotional Behavioral Interventions I and II (1 credit each)

The purpose of this course is to explore social and emotional learning and positive behavior intervention and support (PBIS). This course, grounded in social emotional competencies and research-based interventions, assists in developing skill to assess, evaluate, and teach social, emotional, and behavioral skills within an inclusive classroom environment. This course requires field experience to apply the information learned in this class with real students. This course is based on a multi-tiered (i.e., 3 tiers – primary, secondary, and tertiary) prevent model approach to set up the classroom for success and support Social, Emotional, and Behavioral Competence. This course uses the Team-Initiated Problem Solving Model (TIPS) as a framework for understanding, assessing, designing, and implementing social, emotional, and behavioral interventions.

This two part course is specific to a residency model with REDP 626 'Social Emotional Behavioral Interventions I' (1 credit) always preceeding REDP 632 'Social Emotional Behavioral Interventions II' (1 credit).

REDP 627 & REDP 628 Elementary Academic Interventions I and II (1 credit each)

This course focuses on academic instructional interventions with elementary age students identified as having mild to moderate disabilities. Specific instructional emphasis includes understanding the development of and teaching of mathematics, reading, language arts and literacy, and writing. The course also emphasizes developing systematic instructional programs utilizing research-based interventions that incorporate progress monitoring, academic learning standards, and differentiated instruction to support diverse student needs.

This two part course is specific to a residency model with REDP 627 'Elementary Academic Interventions I' (1 credit) always preceding REDP 628 'Elementary Academic Interventions II' (1 credit).

REDP 629 & REDP 630 Secondary Academic Interventions and Transition I and II (1 credit each)

The purpose of this course is to increase the knowledge and understanding of the academic, social, and functional needs of children at the secondary level who have been identified as having mild to moderate disabilities. Current research-based learning strategies as well as evidence-based practices for modifying and adapting content-area curricula will be presented. The course will also focus on transition planning, assessment and the development of IEPs for secondary-level students. This two part course is specific to a residency model with REDP 629 'Secondary Academic Interventions and Transition I' (1 credit) always preceeding REDP 630 'Secondary Academic Interventions and Transition II' (1 credit).

REDP 631 Fundamentals of Special Education (2 credits)

This course provides an overview of special education and an introduction to the study of students ascribed the label of "exceptional." The course begins by examining historical and legal influences in order to better understand present day practices. During the first half of the course, we explore the major trends and issues in special education as a part of an overall educational system, with an emphasis on universal design and differentiated instruction, collaboration, culturally responsive and inclusive practices, and family-professional partnerships. The second half of the course addresses areas of exceptionality including specific learning disabilities, emotional or behavioral disorders, cognitive disabilities, early childhood special needs, physical and other health impairments, autism spectrum disorders, traumatic brain injury, communication disorders, gifted and talented, and Twice Exceptional. The emphasis is placed on understanding learning characteristics, abilities, and underlying needs within common characteristics across various disabilities and effective interventions in both general education and special education that respond to these diverse learners. Throughout the course, we examine legal mandates, due process, and the roles and responsibilities of general and special educators as they apply to the aforementioned topics.

REDP 651 Field Experience/Student Teaching (3 credits)

The purpose of this course is to provide teacher candidates the opportunity to observe, practice and refine knowledge, skills, and dispositions in the art of teaching. The field experiences and clinical practice provides opportunities to apply theories and strategies from coursework. These experiences allow the candidate to teach and learn alongside a mentor/cooperating teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and resident performance data. Candidates assume responsibility for planning, teaching, and assessing learners within an environment of reflective practice.

REDP 652 Student Teaching (3 credits)

The purpose of this course is to provide teacher candidates the opportunity to observe, practice and refine knowledge, skills, and dispositions in the art of teaching. The field experiences and clinical practice provides opportunities to apply theories and strategies from coursework. These experiences allow the candidate to teach and learn alongside a mentor/cooperating teacher who will provide ongoing mentoring, observations, feedback,

and coaching specifically related to student and resident performance data. Candidates assume responsibility for planning, teaching and assessing learners within an environment of reflective practice.

SPED: Special Education

SPED 500 Principles of Educational Research: Special Education (3 credits)

This is an introductory research course designed to help graduate students understand, evaluate, and conduct research in the field of special education. Through participation in the course, class members will learn the basic concepts and procedures in special educational research. Although the course is intended primarily to help graduate students and teachers become better consumers of research, it is also designed to provide students with introductory skills and experiences to conduct practitioner-based research. As part of the course requirements, students will complete a literature review and develop an action research project to address a problem of practice in special education.

SPED 645 Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners (3 credits) (Cross-listed REDP 622/623 & SPUG 445)

The purpose of this course is to provide the opportunity to exam the technical adequacy and educational viability of assessment instruments in determining screening, eligibility, student progress monitoring and individualized education program (IEP) planning for students with disabilities. This course provides practice with a variety of measures, including standardized instruments in test administration, scoring and interpretation, and informal and observational assessment data collection and reporting.

SPED 702 Social and Communication Interventions (3 credits) (Cross-listed SPUG 402)

The purpose of this course is to help professionals learn to assess and evaluate, identify needs, develop goals and objectives, design intervention plans, monitor effectiveness and adjust programming for individuals with communication and social skill needs in educational settings. This course provides an overview of typical, delayed, and disordered social and communication development and the impact of communication and social differences on learning and behavior.

SPED 703 Methods Autism Spectrum Disorders (3 credits) (Cross-listed SPUG 403)

The purpose of this course is to help professionals develop an understanding of ways that autism spectrum disorder may effect an individual's social communication skills, behaviors, thinking and perceiving, sensory processing, motor skills, vocational skills, academic skills, organizational skills, and other functional skills. This course provides the skills necessary to develop, implement, and evaluate the effectiveness of evidence-based practices and methodologies in an Individual Education Plan (IEP) for an individual with ASD utilizing for an individual with ASD.

SPED 704 Student Teaching and Seminar: Autism Spectrum Disorders (3-4 credits)

The purpose of this course is to provide a practicum in an educational setting working with a range of students with autism spectrum disorder (ASD) that addresses competencies required for special education licensure. This course provides documentation of competencies and practical experiences gleaned from coursework and 100 hours of fieldwork experiences. An initial teaching license requires a minimum 12-week student teaching experience. Prerequisites: Satisfactory completion of fieldwork experiences.

SPED 705 Methods: Learning Disabilities (3 credits)

The purpose of this course is to explore Tier III interventions in reading, spelling, and mathematics for students with learning disabilities. It emphasizes fidelity of treatment in planning, teaching, and monitoring student progress. Specific skill proficiency is developed with Orton Gillingham reading/spelling methodology and evidence-based practices in mathematics and written language instruction.

SPED 714 Professional Practice: Collaboration, Co-teaching and Educational Technology (3 credits) (Cross-listed REDP 624 & SPUG 414)

The purpose of this course is to develop professional practices, including: developing an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, students, para-educators, families, and community members; applying collaboration practices when co-teaching; consulting; developing interagency agreements; supervising paraprofessionals; and utilizing current educational technology in the classroom to impact student learning. This course provides these professional practices in the context of program planning and implementation for students receiving special education services.

SPED 716 Fundamentals: Students with Mild to Moderate Needs (3 credits) (Cross-listed REDP 621 & SPUG 316)

The purpose of this course is to provide an overview of the educational disability categories of autism spectrum disorder, developmental disabilities including developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities and other health disorders. The course covers definitions, eligibility criteria, characteristics, etiology and professional organizations and resources. This course provides fundamental information and apply to individualized education program IEP development, use of assistive technology and contemporary issues in the field. Prerequisite recommended: SPED 750 (Cross listed SPUG 250)

SPED 717 Elementary Academic Interventions and Literacy (3 credits) (Cross-listed REDP 627/628 & SPUG 417)

The purpose of this course is to provide a comprehensive overview of major models and instructional approaches related to:

- validated teaching practices/evidence-based instruction,

- teaching reading and writing to students with mild disabilities in inclusive elementary classrooms,
- teaching mathematics to students with mild disabilities in inclusive elementary classrooms.

This course provides students the opportunity to critically examine and reflect on ways in which teachers can develop systematic instructional programs to support a diverse population of students in an era of inclusion and standards utilizing research-based interventions.

SPED 718 Secondary Academic Interventions and Transition (3 credits) (Cross-listed REDP 629/630 & SPUG 418)

The purpose of this course is to address the knowledge and understanding of the academic, social, and functional needs of students with disabilities at the secondary level. This course provides information about current evidence-based practices for modifying and adapting content-area curricula with an emphasis on reading, writing, and math along with transition planning, assessment and the development of individualized education programs (IEPs) for secondary-level students.

SPED 719 Methods: Social, Emotional, and Behavioral Interventions (3 credits) (Cross-listed REDP 626/632 & SPUG 419)

The purpose of this course is to examine the social, emotional, and behavioral development in students with mild to moderate disabilities and corresponding range of interventions to support these areas of development. This course uses the 3-tiered prevention pyramid model for supporting social, emotional, and behavioral competence. This course provides knowledge and skill in designing, implementing and evaluating social, emotional, and positive behavioral interventions for universal, secondary, and individual positive behavioral support.

SPED 720 Student Teaching and Seminar: Academic Behavioral Strategist (3-4 credits)

The purpose of this course is to provide a practicum in an educational setting working with a range of students with mild to moderate disabilities that addresses competencies required for special education licensure. This course provides documentation of competencies and practical experiences gleaned from coursework and 100 hours of fieldwork experiences. An initial teaching license requires a minimum 12-week student teaching experience.

Prerequisites: Satisfactory completion of fieldwork experiences.

SPED 733 Methods: Emotional and Behavioral Disorders (3 credits)

The purpose of this course is to introduce effective application of research-based interventions designed to teach students with emotional and behavioral disorders in K-12 school settings. This course provides interventions based on behavioral, psycho-educational and ecological theory in order to prepare teachers to work with youth with emotional and behavioral disorders in educational settings.

SPED 734 Student Teaching and Seminar: Emotional and Behavioral Disorders (3-4 credits)

The purpose of this course is to provide a practicum in an educational setting working with a range of students with emotional behavioral disorders that addresses competencies required for special education licensure. This course provides documentation of competencies and practical experiences gleaned from coursework and 100 hours of fieldwork experiences. An initial teaching license requires a minimum 12-week student teaching experience.

Prerequisites: Satisfactory completion of fieldwork experiences.

SPED 735 Clinical Practice: Early Intervention (Ages: Birth to 3) (2-3 credits)

A practicum in a family, hospital, educational and/or community-based setting with infants and toddlers who have disabilities and their families. This experience requires planning, assessing and providing early intervention services and developing skills in assessment and evaluation. Students are expected to demonstrate competence in partnering with families in home and/or educational settings. Includes documentation of practical experiences gleaned from the student's licensure program. ECSE License candidates must take two clinical practica (SPED 735 and SPED 741); the full time clinical practice is taken for 3 credits and the second clinical practicum for 2 credits. Take SPED 737 concurrent with the 3-credit clinical practice.

SPED 740 Methods: Early Childhood Special Education (3 credits)

The purpose of this course is to facilitate development of effective teaching skills for professionals in Early Childhood Special Education (ECSE), birth-6 with an emphasis on using evaluation and assessment information to plan developmentally appropriate individualized programs in the least restrictive environment for children with a variety of disabling conditions. This course provides experience with activity- and play-based intervention and special methods for use with children with motor, sensory, health, communication, social-emotional and/or cognitive disabilities.

SPED 741 Student Teaching and Seminar: Early Childhood Special Education (3-4 credits)

A practicum in an educational or community-based setting with preschoolers, including children with disabilities. This experience requires planning and implementing curriculum for an early-childhood class with adaptations for children with disabilities, selecting appropriate individual objectives and embedding them in routines and curricular activities, and developing skills in assessment and evaluation. Includes documentation of practical experiences gleaned from the student's licensure program.

SPED 744 Fundamentals: Infants, Toddlers and Families (3 credits) (Cross-listed SPUG 444)

The purpose of this course is to provide a foundation for working with infants and toddlers with disabilities and their families in natural environments in early intervention programs (birth-3). This course provides an emphasis on early childhood atypical and typical development, family-centered care, activity-based intervention in natural environments, curriculum for birth-3 programs, planning and conducting family-centered home visits, community services, and transitions to ECSE (ages 3-6) programs.

SPED 750 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion (3 credits) (Cross-listed REDP 631 & SPUG 250)

The purpose of this course is to overview special education and specific exceptionalities and diversity. The course will examine the theories, legal mandates, definitions and terminology related to special education. This course provides information about characteristics of individuals with exceptionalities including but are not limited to: gifted and talented, autism spectrum disorder, learning disabilities, emotional and behavioral disorders, developmental disabilities, sensory disabilities, early childhood special education, other health disorders, and speech and language disorders.

SPED 751 Positioning and Handling and Augmentative/Alternative Communication Strategies (3 credits) (Cross-listed SPUG 451)

The purpose of this course is to discuss typical and atypical gross motor, fine motor, oral motor and sensory development, followed by examination of the implications of atypical movement and sensory dysfunction. The course provides current positioning and handling theories and techniques and feeding interventions along with an overview of sensory defensiveness and optimal arousal states focuses on issues critical to successful learner performance. Practice individuals with physical or sensory impairment includes transfer and lifting techniques and equipment usage. This course includes an examination of the principles and procedures involved in augmentative and alternative communication (AAC) assessment as well as practical guidance on designing and implementing intervention strategies that meet AAC needs and improve the lives of individuals who have severe communication disorders.

SPED 754 Methods: Significant Developmental Disabilities (3 credits) (Cross-listed SPUG 454)

The purpose of this course is to examine philosophies, perspectives, methods and materials for supporting the learning of students with developmental disabilities who have extensive or pervasive needs for support. This course provides information about learning characteristics, curricular approaches and models, systematic instructional strategies, adaptations, friendships and other natural support networks, self-determination, use of technology, planning for transition and potential services for adults

SPED 755 Positive Behavioral Supports for Diverse Learners (3 credits)

The purpose of this course is to explore the unique strengths and needs of adolescents with emotional and behavioral challenges and focus interventions on positive behavior supports. . This course provides information designed to address school, home and community needs.

SPED 756 Student Teaching and Seminar: Developmental Disabilities (3-4 credits)

The purpose of this course is to provide a practicum in an educational -based setting with a range of students with developmental disabilities that addresses competencies required for special education licensure. This course provides documentation of competencies and practical experiences gleaned from coursework and 100 hours of field experiences. An initial teaching license requires a minimum 12-week student teaching experience. Prerequisites: Satisfactory completion of fieldwork experiences.

SPED 773 Clinical Practice: Director of Special Education (3 credits)

Minimum of 200 hours under the direct supervision of a director of special education. Experience is based on the competencies required for licensure. Culminates in a portfolio documenting the competencies for licensure as directed by the Special Education Department. Includes documentation of practical experiences gleaned from the student's licensure program. Pre-requisite: SPED 810, Professional Pre-Assessment, Director of Special Education.

SPED 778 Fundamentals: Preschoolers (3 credits) (Cross-listed SPUG 478)

The purpose of this course is to provide a foundation for working with preschoolers and their families in early childhood and early childhood special education programs. The course emphasis is placed on typical and atypical early childhood development, developmentally appropriate practice, and developing curriculum that is functional, appropriate, adaptable and fun. This course provides an opportunity to create curriculum units that enhance child development and are adapted for children with a variety of disabilities.

SPED 785 Applied Behavior Analysis: Behavioral Interventions and Learning Environments (3 credits) (Cross-listed REDP 625 & SPUG 485)

This course explores the idea of positive behavior support for promoting acceptable behavior in school and other settings where individuals learn. This course, grounded in research-based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

SPED 788 Strategic and Explicit Instructional Strategies for Diverse Learners (3 credits)

The purpose of this course is to increase knowledge and utilization of strategic and explicit instructional strategies to address the academic and social needs of diverse learners. This course provides information about current state-of-the-art learning strategies and scientifically research-based instruction and remedial approaches to address the needs of students with disabilities.

SPED 790 Student Teaching and Seminar: Learning Disabilities (3-4 credits)

The purpose of this course is to provide a practicum in an educational setting working with students with learning disabilities that addresses competencies for special education licensure. This course provides documentation of competencies and practical experiences gleaned from coursework and 100 hours of fieldwork experiences. An initial teaching license requires a minimum 12-week student teaching experience. Prerequisites: Satisfactory completion of fieldwork experiences.

TEGR: Teacher Education

TEGR 510 Education: Issues and Policies (3 credits)

This course is a critical analysis of education as a career choice, as a tool of society, and as a crucial path to a positive future in a rapidly changing world. Education's impact is examined from personal, historic, philosophic, social, and policy perspectives; schools are studied as complex organizations within an increasingly assessment and technology-driven context and global environment. The course includes a research-based exploration of critical issues in education and a guided, reflective, in-school field experience (30 hours).

TEGR 512 Diversity and Cultural Competence (3 credits)

This course is designed to equip students with the knowledge, practices, and dispositions to humanize those who are historically underserved. The course engages students with issues such as race, intersectionality, class, gender, exceptionality, oppression, and discrimination while examining the crucial role of educators in influencing positive, systematic change for social justice.

TEGR 516 Curriculum and Instruction for (5-12) Communication Arts and Literature (4 credits)

Intended for persons earning licensure in 5-12 in the licensure areas listed above, this graduate-level course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, curriculum content and sources, instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning and curriculum and technology integration. Prerequisites: TEGR 530, TEGR 532

TEGR 517 Curriculum and Instruction for (5-12) Mathematics (4 credits)

Intended for persons earning licensure in 5-12 in the licensure areas listed above, this graduate-level course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, curriculum content and sources, instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning and curriculum and technology integration. Prerequisites: TEGR 530, TEGR 532

TEGR 518 Curriculum and Instruction for (5-12) Science (4 credits)

Intended for persons earning licensure in 5-12 in the licensure areas listed above, this graduate-level course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, curriculum content and sources, instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning and curriculum and technology integration. Prerequisites: TEGR 530

TEGR 519 Curriculum and Instruction for (5-12) Social Studies (4 credits)

Intended for persons earning licensure in 5-12 in the licensure areas listed above, this graduate-level course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades 5 through 8, curriculum content and sources, instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning and curriculum and technology integration.

Prerequisite: TEGR 530

TEGR 528 Engineering in the P-12 Classroom (3 credits)

This course will focus on an overview of current P-12 engineering education programs, exploration of pedagogy and content, links to national and State Academic Standards, and a survey of assessment mechanisms that evaluate impact of classroom initiatives. A variety of delivery modes will be used to introduce students to methods and to educators who have successfully introduced engineering into a wide variety of classes across several disciplines. Engineering resources for course participants will be presented and discussed. A final project is required, in which practicing educators and education students create a unit or module focused on a hands-on engineering activity for P-12 educators in their licensure area.

TEGR 530 Psychology for Teaching and Learning (3 credits)

This graduate-level course integrates psychological principles with strategies for effective instruction. Prospective K-12 teachers explore the scientific knowledge base that underlies good teaching practices and learn to apply the principles of educational psychology to their own learning and future teaching. Participants study standards-based instruction, performance-enhancing assessment strategies, technology-assisted teaching and learning, and a variety of means of meeting the diverse needs of learners. Through reading, discussion, classroom simulations, school observations and microteaching demonstrations, participants analyze and personalize good practice. Includes research into effective teaching and learning models and guided clinical experiences. Prerequisite: TEGR 510.

TEGR 532 Field Experience II: Learning and Teaching (1 credit)

The University of St Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The second formal field experience is a 30-hour guided, reflective, in-school field experience that focuses on questions involving the exploration of learning and teaching: Who are the learners and how do they learn? In what ways are they diverse? What general approaches can I use to meet each learner's needs? How can I maximize this opportunity to help me develop as a professional?

Grading: Satisfactory/Unsatisfactory. Prerequisites: TEGR510, 511. Concurrent registration with TEGR530.

TEGR 536 Field Experience III: Communication Arts and Literature (1 credit)

The University of St. Thomas Teacher Education Program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Grading: Satisfactory/Unsatisfactory. Prerequisite: TEGR 512, 530. Concurrent registration with TEGR 516.

TEGR 537 Field Experience III: Elementary (1 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Grading: Satisfactory/Unsatisfactory. Prerequisite: TEGR 512, 530. Concurrent registration with TEGR 570.

TEGR 542 Field Experience III: Music (1 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? K-12 Music students register for this course during their fourth semester of methods_courses. Grading: Satisfactory/Unsatisfactory. Prerequisites: TEGR 512, 530.

TEGR 544 Field Experience III: Science (1 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student

populations. This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Grading: Satisfactory/Unsatisfactory. Prerequisites: TEGR 512, 530. Concurrent registration with TEGR 518.

TEGR 545 Adolescent Literature (3 credit)

Survey of contemporary adolescent literature; exploration of ways in which this literature meets the reading interests and needs of adolescents; emphasis on developing familiarity with literature read by adolescents; methods and programs to stimulate reading interest and practice.

TEGR 546 Field Experience III: Social Studies (1 credit)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Grading Satisfactory/Unsatisfactory. Prerequisites: TEGR 512, 530 and concurrent registration with TEGR 519.

TEGR 547 Field Experience III: World Languages (1 credit)

The University of St. Thomas Teacher Education Program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. This field experience focuses on questions involving the role of curriculum and instruction. What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Grading: Satisfactory/Unsatisfactory. Prerequisite: TEGR 512, 530. Concurrent registration with TEGR 580.

TEGR 550 Language Development, Literacy and Literature (3 credits)

This graduate level course is Part 1 of a two-course literacy block designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts and children's literature. Campus and elementary school experiences will emphasize the importance of teaching in an integrated manner to students of diverse socio-economic backgrounds and cultures. The course will present

developmentally appropriate practice for kindergarten, primary and intermediate grades, the current knowledge base of research, state and national standards and recommendations for professional development. As the introductory course in literacy, it will focus on language development and literacy processes as a foundation for understanding curricular development in and applications for literacy in the elementary classroom. Participants will research critical issues in the field of literacy development. Prerequisite: TEGR 510.

TEGR 570 Language Development, Literacy and Literature II (3 credits)

This graduate-level course is Part II of a two-course literacy block designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts and children's literature. Campus and elementary school experiences will emphasize the importance of teaching in an integrated manner to students of diverse socio-economic backgrounds and cultures. The course will present developmentally appropriate practice for kindergarten, primary and intermediate grades, and the current knowledge base of research and recommendations for professional development. This second course in the literacy block will extend the foundations in language, literacy and children's literature presented in the initial course to classroom applications in composing processes (writer's workshop), assessment and evaluation, and interdisciplinary instruction. Participants will research critical issues in the field of literacy development. Prerequisite: TEGR 550.

TEGR 571 Teaching Mathematics and Technology (3 credits)

This graduate-level course is intended for all students earning licensure in K-6 with a specialty, and prepares pre-service teachers to provide a problem-solving-based mathematics program and to integrate technology in their teaching in grades K-6. The focus of the course is on developmentally appropriate practice, teaching to standards, understanding mathematics, using technology to support learning, and authentic assessment. Prerequisite: TEGR 530 & TEGR 532..

TEGR 572 Teaching Science and Healthy, Active Living (3 credits)

Intended for all students earning licensure in K-6 with a specialty, this graduate-level class is designed to prepare teachers who will effectively engage learners with science and help them have the skills for lifelong, healthy, active living. Emphasis is on developmentally appropriate practice for a range of learners in grades K-6, curriculum content and sources, instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning, and curriculum and technology integration. Participants will engage in research related to science and healthy, active living. Course includes clinical experiences. Prerequisite: TEGR 530.

TEGR 573 Teaching Social Studies and Fine Arts (3 credits)

Intended for all students earning licensure in K-6 with a specialty, this graduate-level course provides an overview of social studies and fine arts for the pre-service elementary teacher. It is designed to develop a civic and cultural awareness respectful of human diversity. National and state standards, unit and lesson planning, instructional resources and technology,

teaching and assessment strategies, and curriculum integration are addressed. Prerequisite: TEGR 530.

TEGR 580 Curriculum and Methods for World Languages (4 credits)

Intended for persons earning licensure in K-12 world language and cultures, this graduate-level course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on developmentally appropriate practice for a range of learners in grades K through 12, curriculum content and sources; instructionally based assessment strategies, connections with community resources, national and state standards, lesson and unit planning, and curriculum and technology integration. The course includes a clinical experience and research-based exploration of critical issues related to the content field. Prerequisite: TEGR 530.

TEGR 585 Reading for the 5-12 Teacher (3 credits)

This course is designed to explore how teachers can assist students to more easily deal with content area reading materials to include textbooks, written directions, newspapers, graphs/charts/maps, and manuals; and at the same time to encourage positive attitudes toward reading and writing in content areas. Prerequisite: TEGR 510

TEGR 640 Teaching Mathematics with Conceptual Understanding in the P-12 Classroom (3 credits)

This course is designed to help classroom teachers understand how to teach conceptual understandings of mathematics traditionally taught in P-12 classrooms. Teachers will learn to analyze and attend to student thinking to improve mathematics instruction.

TEGR 641 Developing Number Sense in P-12 Learners (3 credits)

This course allows teachers to explore number sense through P-12 students' perspective. This course will aid teachers in analyzing and attending to number sense across all areas of mathematics. Teachers will gain a better understanding of what number sense is, why it is important, current research on how the brain creates mathematics, and how to teach and assess number sense in their classroom.

TEGR 642 Mathematical Reasoning and Problem Solving in the P-12 Curriculum (3 credits)

This course focuses on mathematical problem solving and student reasoning in the problem-solving process. Issues associated with learning, teaching, curriculum and assessment as they relate to mathematical thinking and problem solving will be examined through readings, presentations, field based projects, and class discussions.

TEGR 643 Current Issues in Mathematics Education (3 credits)

This course constitutes the integrative capstone experience for the Mathematics Education Certificate. This course focuses on current issues in mathematics education with topics selected based upon current research and state and national issues and trends. Building upon concepts learned in previous course work, candidates will complete a field based project. This course will integrate concepts learned in the first three courses in the certificate. Prerequisites: TEGR 640, TEGR 641, and TEGR 642.

TEGR 650 Mental Health and Wellness for Educators (2 credits)

This course examines individual teacher roles and responsibilities when it comes to addressing student health needs in an education setting. In this course, learners expand their awareness of mental health concepts and the application of school-based interventions to promote a healthy classroom and school. The well-being of teachers will also be addressed that considers contemporary challenges.

TEGR 651 Healthy Learning Environments (3 credits)

This course, grounded in student-centered learning, is designed to develop knowledge and skills to plan, implement, and assess learning environments, engagements, and interactions. The course is designed around Multi-Tiered Systems of Support (MTSS), learning frameworks, and focuses on strategies to create healthy, positive, and engaging learning environments for all students with the goal of supporting student mental health.

TEGR 652: Mental Health and Youth Behavior (2 credits)

This course, grounded in research-based interventions and student-centered learning, is designed to address behaviors rooted in mental health challenges. Internalizing and externalizing behaviors are addressed. Mental health screeners, student data, and resource mapping are used to implement culturally responsive evidence-based instruction. Interventions are considered and evaluated to create safe learning environments that support student mental health.

TEGR 653 Mental Health and Learning (2 credits)

This course, grounded in research-based interventions and student-centered learning, is designed to address academic struggles tied to mental health challenges. Curricular adaptations are addressed in relation to mental health. Academic health screeners, student data, and resource mapping are used to implement culturally responsive evidence-based instruction. Interventions are considered and evaluated to create safe learning environments that support student mental health.

TEGR 654 Comprehensive School Mental Health (2 credits)

This course focuses on using the Comprehensive School Mental Framework from a school, district, and community perspective. Communication and collaboration with families and outside organizations to address learning, social, and behavioral needs through formal and informal systems to enhance the overall sense of well-being in the learning community is explored. Using crisis response intervention and standard response protocol for learners with mental health challenges is also addressed.

TEGR 655 Mental Health and Well-Being in Education Capstone (1 credit)

This course focuses on current issues in mental health and well-being in education. Course topics will be tied to state and national issues in mental health and education. The course will address knowledge of the issues and impacts on learning for youth. Students will complete a field-based project.

TEGR 660 Clinical Practice: Student Teaching (7 credits)

As the culminating experience of the graduate teacher licensure program, student teaching provides the opportunity for students to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars encourage students to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Student teaching is a full-time commitment under the supervision of university and school-based professionals. Prerequisites: Satisfactory completion of all other required licensure coursework, Unconditional Admission to the Teacher Education Program, Admission to student teaching.

TEGR 663 Clinical Practice and Seminar Dual Licensure Extended Term (9 credits)

As the culminating experience of the graduate teacher licensure program, student teaching provides the opportunity for students to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars encourage students to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Student teaching is a full-time commitment under the supervision of university and school-based professionals. Prerequisites: Satisfactory completion of all other required licensure coursework, Unconditional Admission to the Teacher Education Program, Admission to student teaching. Extended time for multiple experiences.

TEGR 664 Clinical Practice for the Experienced Teacher (4 credits)

Designed for licensed teachers seeking to add an additional area of licensure, or for students holding a baccalaureate degree from an accredited school who have had non-licensed teaching experience for a minimum of two years in an accredited K-12 school setting. (Written verification and evaluation of teaching experience is required.) The student teaching placement will be made for one-half semester. The University of St. Thomas reserves the right to extend the experience should evaluations warrant. Prerequisites: Acceptance into education program, completion of all required courses for licensure, admission to student teaching. Offered periodically, consult with your advisor regarding availability.

TEGR 665 Clinical Practice for Licensure Endorsement (2 credits)

This university supervised field experience provides the opportunity for students to demonstrate their classroom knowledge and skills relating to a new licensure endorsement area. Prerequisite: Permission of Department Chair.